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SOUTHERN WORKMAN AND HAMPTON SCHOOL RECORD

The life of

a Leader
is Inspiration
to his followers;



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Consecration.

GENERAL SAMUEL CHAPMAN ARMSTRONG.

THE SOUTHERN WORKMAN

AND

HAMPTON SCHOOL RECORD.

Vol. xxii.

Hampton, Virginia, June, 1893.

No. 6.



Died at Hampton Institute, May 11, 1893,

General Samuel Chapman Armstrong.

So widely known and shared is the great sorrow that has come to the Hampton School that the friends who look here for a chronicle of it may find little that they have not read before in the public press of this or other lands.

General Armstrong belongs to the country to whose service he gave himself thrice over; to humanity, for whose uplifting he lived and died. To know how much of admiration and love and sympathy he drew to himself and his great work, comforts our hearts while it emphasizes our inestimable loss. Here in his Hampton, his most fitting tribute should be spoken—yet how can we speak it? Not in words, but in work. His presence was our inspiration; let his death be our consecration.

THE COURSE FINISHED.

Our May number recorded General Armstrong's enjoyment of the inspiring scenes of the Naval Rendezvous, and also reported the beginning of the distressing heart attack which soon followed. There was no return of paralysis. In waking hours his mind was clear to the last; but he felt that the "sure call" had come, and it found him, as ever, ready. He longed to depart to that which is "far better." He said repeatedly, "I am through with this world. I have finished my work. I want to go." At five o'clock on Thursday afternoon,—suddenly at last—he went from the arms of faithful love and loving service to be with Christ, on the day when thousands of the Christian church on earth were celebrating the Ascension of its risen Lord.

THE FUNERAL SERVICE.

General Armstrong left a written request dated in 1890, before his paralysis—to be buried among his students. This wish was carried out on Saturday afternoon, May 13. Up to that time his body lay in state in our "Memorial Church; surrounded by flowers, and attended by a guard of honor of school boys of both races, through the sunny day and the night when the church glowed through the darkness like a jewel casket. The School's morning and evening prayers were held there, and neighbors and friends of both races, with graduates, students and teachers, came to look their last on the noble, beloved face. At four o'clock on Saturday afternoon, a great concourse filled the church and surrounded it outside—people of three races; of the South and North, learned and unlearned, high and humble; ex-Confederate soldiers and Union veterans and U. S. regulars; some of his old command and comrades; some he cared for in contraband days; graduates, students and teachers—his Hampton army—and his nearest and dearest ones. Before the pulpit, in masses and banks of flowers—emblems brought to say more of love than lips could speak, Easter lilies that had waited to utter here their resurrection word,—the coffin lay folded in the stars and stripes, and bearing the hat and sword he had worn in their defence, almost hidden under the flowers and palms that symbolized his greater victories of peace; while furled and crossed above it were the American flag he fought for and the standard he planted at Hampton.

By request of Col. Frank, Commandant of Fort Monroe, warmly sanctioned by General Armstrong's old friend, Maj. General O. O. Howard, commanding the Eastern Division of the United States Army, the funeral was conducted

with military honors and escort, by the Post band and its six batteries of artillery under Maj. Hasbrouck.

The religious services were conducted by Rev. H. B. Frissell, Chaplain of the School, Rev. H. B. Turner, Asst. Chaplain; Rev. J. J. Gravatt, rector of St. John's Church, Hampton, and Rev. Dr. Chaney, formerly of Boston, now of Richmond, Va.

Honorary pall-bearers, his comrades in the Loyal Legion, were Col. Royal T. Frank, Capt. J. M. K. Davis, Capt. W. L. Alexander, Capt. Francis S. Brown and Lieut. Edward Davis of the garrison at Fort Monroe; Gov. Woodfin of the Soldiers' Home; Col. Clay of Newport News and Col. John Hamilton of Brooklyn.

Prayer was made by Rev. H. B. Frissell and the hymn sung, "Guide me, O, thou Great Jehovah." Then Mr. Frissell spoke of the General as in truest sense a soldier.

"Fought the good fight," comes naturally to our lips in speaking of him. For his service to the country, not only in the war but in what he said was the grandest army—the army of God's workers,—it is fitting that this should be a military funeral, that he should have a hero's honors. Like St. Paul—like Jesus Christ himself—he was wont to use the figures of military service. He would have loved to see here his old command, his comrades in the army, the soldiers of the United States. As the Salvation Army people say, 'He has been promoted.' Once more we follow his bodily form—but only to the grave. But we shall more and more feel that in spirit, in reality, he is still with us, still our Leader, our General."

Mr. Gravatt spoke of the short life, cut off like that of other great men in its prime, but crowding into fifty-four years the work and achievements that might fill more than a hundred.

"Self-sacrifice is what makes life noble, and revered. As Jesus said, 'If I be lifted up—on the cross—I will draw all men unto me'—so it is true of every noble soul. None were too exalted to be drawn to Gen. Armstrong by his enthusiasm and magnetism and greatness; none were too lowly for him to lift up. He had faith in Almighty God. It is a sweet thought that it was on Ascension Day, while we were thinking of our rising Lord and of Elijah's translation in the chariot of fire, that God said to this faithful servant, 'Come up higher.'"

Dr. Chaney, for many years a warm friend of the General and his work, said,

"Born of missionary stock; bred face to face with missionary neighbors; schooled in manhood, as in letters, by such a man as Pres. Hopkins of Williams; pledged by every instrumentality of his nature and influence of surroundings to a love of liberty; tested and approved by that supreme test of manhood, the civil war—what else could our friend have been but what he was? We have met to honor his memory, not to grieve. There is no room here for mourning except to those who prefer their daily sight of him to his eternal joy and glory. If this were the end of General Armstrong's life we might well mourn, but this is not death to him, but the beginning of new service.

The presence of a leader inspires his followers; but his death consecrates them.

'Greater works than these, shall ye do'—said Jesus, 'because I go to my Father.' And greater works, my young friends, shall you do in the redemption of your race, if you go on in his spirit. When he was with us in visible presence, he helped us from without, hand to hand; now he will help us from within, soul to soul. All of visible good springs from the invisible, and spiritual; and he has gone to its eternal source.

'Hearts are dust; hearts' loves remain;
Heart's love shall meet you again,'"

Mr. Turner said: "Though it was my privilege to know General Armstrong only one year, I feel it one of God's most precious gifts to me to have been even so long in touch with his life. Self was out of sight with him—man and God filled his horizon. I have always associated him in my thought with Abraham Lincoln. Lincoln gave to the Negro citizenship by law, General Armstrong gave it to him by

character. So, by training head, hand and heart, he has been freeing men and women for twenty-five years. Would I could say words of comfort to his nearest ones. Words fail. We pray for you and God shall bless you."

After the silent prayer and benediction, the coffin was borne from the church by six of the students—four Negro and two Indian young men—and placed upon the flower-wreathed caisson, to be drawn by the loyal hands of fourteen more, preceded by the United States troops headed by their band playing a solemn dirge and followed by the clergymen. The family followed the caisson in carriages, and then came the school battalion, the teachers, graduates and girls; and in the rear a detachment of the Grand Army of the Republic and a very large number of citizens of both races. The little school burial ground on the shore of Asylum creek was filled with the throng, and the opposite bank was lined with veterans of the Soldiers' Home.

The grave had been lined with blossoming locust boughs. When the coffin had been lowered into it, the beautiful Episcopal service was read by Mr. Gravatt, a few words of prayer were spoken by Mr. Frissell—then softly, tenderly at first, but breaking into a hallelujah chorus of triumph—the grand anthem "Mine eyes have seen the glory of the coming of the Lord"—the first verse and the last—fittingly closed the services for this soldier of Christ, who had lived and "died to make men free." The silence was broken by three volleys of the soldiers' salute, the bugler blew his sweet good night. As the procession of his "Hampton army" passed his grave, every one dropped a flower into it, in loving tribute. And so—did we "leave him alone in his glory?" Rather did it seem that he went before us, as we turned our backs on the place of death, our faces towards living duty, led by our school band with the music of his own choosing:

"How firm a foundation, ye saints of the Lord,
Is laid for your faith in His excellent word."

Hampton's Twenty-fifth Anniversary.

To go on with the preparations for Hampton's Twenty-fifth Anniversary, which would fall in a few short weeks and find him gone who was the centre of all its interests and memories and hopes, was an effort possible only in the knowledge that this would be the General's wish, and would give opportunity for friends who had not been able to reach us before, to join in the Memorial Service that must take the place of his greeting.

To give proper place to this service, it was decided to put the usual Commencement programme on the night of Wednesday chiefly, leaving Monday afternoon for the Memorial addresses.

On Sunday, the 21st, the Baccalaureate Sermon was preached by Rev. Mr. Turner, Asst. Chaplain "from a text embodying the motto of the class of '93," Receive to Give. Tuesday, the 23d, was Class Day. On Monday morning and afternoon the Alumni Association met in their Triennial Reunion, 135 present, many with their husbands or wives, and children; every class represented ('71 - '92); the visible embodiment of Hampton's twenty-five years' work. They cordially postponed their final gathering to give Wednesday evening to the commencement exercises, in which several of their number, including Mr. Henry C. Payne of the first graduating class ('71) had a part. There were the usual number of essays by the graduating class, only the valedictory and presentation of diplomas being left to the next day. There were brief addresses by Mr. E. B. Monroe, president of the School's board of trustees, Rev. Dr. McVickar of Philadelphia, Mr. Talcot Williams of the Philadelphia Press and Rev. Dr. W. F. Hubbell of Buffalo, N. Y.; and a speech of remarkable power and eloquence by Rev. Dr. Grandison, the Negro president of Bennett College in Greensboro, N. C.

Mr. Monroe made the important official announcement that the Board of Trustees which had held its usual annual meeting that morning, feeling that Hampton's work must not pause for a day, and that they must say to the whole country that it is to be carried forward in the same plan and methods and spirit on which it has been established by its great founder and General, had unanimously elected the man who was chosen by General Armstrong as the school's pastor and vice principal, and who for more than twelve years had been his beloved and able associate, enjoying his confidence, knowing and seconding his purposes, and well known to the public—the Rev. Hollis B. Frissell—to be the new Principal of Hampton Institute.

The cordial applause with which this not unexpected announcement was received testified to the unanimous feeling at Hampton that this choice is one practically made by the General himself and one in which all here loyally and heartily concur.

The names of our Trustees carry their own assurance of the strength with which their purpose will be carried out. We give them here; therefore, with that of the last member Mr. James, of Phelps, Dodge and Co New York, who had just joined the Board at General Armstrong's request. All but those whose name are starred were present at the Wednesday meeting, and all are habitually present, a working Board, visiting the school, in detachments, not once but several times every year. Mr. Elbert B. Monroe, Southport, Conn.; Rev. M. E. Strieby, D. D., New York City; *Hon. R. W. Hughes, Judge U. S. District Court, Norfolk, Va.; Mr. Robert C. Ogden, Philadelphia, Pa.; *Rev. C. H. Parkhurst, D. D., New York City.; Hon. Amzi Dodd, LL. D., Bloomfield, N. J.; Col. Thomas Tabb, Hampton, Va.; Mr. Charles L. Mead, New York City.; Rev. Alexander McKenzie, D. D., Cambridge, Mass.; *Mr. George Foster Peabody, New York City.; Rev. W. N. McVickar, D. D., Philadelphia Pa.; *Prof. Francis G. Peabody, Cambridge, Mass.; *Mr. Collis P. Huntington, New York City.; *Rev. D. H. Greer, D. D., New York City.; Mr. Chas. E. Biglow, New York City.; Mr. Arthur C. James, New York City., Rev. H. B. Frissell, Hampton, Va.

State Curators appointed by the Governor for the Hampton Institute, May, 1890. Judge Isaac H. Christian, Charles City, Va.; Dr. Jno. E. Mapp, Kellar, Accomac Co., Va.; Mr. Wm. M. Reid, Portsmouth, Va.; Sam'l Bolling, Farmville Va. R. A. Tucker, Norfolk, Va.; *R. B. Poore Appomattox. Mr. Reid is a Hampton graduate—class of 77.

On Thursday morning, there was the usual inspection of industrial exhibits, workshops and class rooms.

A fuller report of all the exercises we have outlined above, and of the very interesting Conference of Graduates, held on Friday by General Armstrong's own call, to consider their people's needs and how to meet them, will be given in our July number, that we may devote sufficient space in this to a record of the memorial service on Thursday afternoon.

The Memorial Service.

Never was Hampton fairer in the glory of spring sunshine—its proverbial "Commencement weather"—than through all this memorable week. On Thursday morning a quiet service was held by the trustees and a few friends beside the flower-strewn grave whose very silence seemed to say "he is not here, he is risen."

In the afternoon at half past one, the Gymnasium quickly filled with friends of both races, from North and South, from Hampton, Old Point, Newport News and Norfolk, Philadelphia, New York and New England; graduates, ex-students, former teachers and the School.

The service began with the "Battle Hymn of the Republic," followed by reading of the Scriptures by Mr. Frissell and prayer by Rev. Dr. Rankin, President of Howard University.

The valedictory was spoken by Frederick M. Fitch of Lynchburg, Va. of the graduating class, with an essay on "What has Columbus done for the Negro?" He found in the history of his race, as led by Divine Providence, reason to join in the rejoicing of the Columbian year. He thanked God for Columbus, and even for Jamestown; thanked God for Abraham Lincoln for Hampton—for General Armstrong. His class could not say good bye to their General, but they would take him with them in their hearts and lives.

Diplomas were presented to a class of twenty-seven (9 girls, 16 boys) including two Indian boys, by Mr. E. B. Monroe; with the following charge to the class:

"Members of the Class of '93; you leave Hampton as no other Class has ever left before—in circumstances of special solemnity, special privilege. Like the young Elisha, you have followed your leader as day by day he has gone onward at the bidding of God, over hill and vale, and have seen the chariot of fire take him out of your sight. His mantle has fallen for you to take up—a mantle of love so large that each of you can take a share of it; and, if you take it up and smite the rock of difficulty with it, you shall open a path for your people to pass through as did the people of God. As your leader went through the heavenly gates, he left them open for us to look through and see the glory of the Lord, and live in sight of eternal life, live noble lives here.

Your class motto is "Receive to Give." You can't help giving. The heart would be hard indeed that could sit and see his love that laid down his life for his friends, for you, and not go and give your life for others. But let me emphasize also the other half of your motto; "Receive." You have finished your course here. Don't think your work of growth is finished. If you would give you must be receiving all the time. So open your hearts to receive the love of God; open your minds to receive the truth. Study day by day, that you may have ever something new to give. Be ready to receive from all about you help and instruction. Learn the lessons of the day from books and from life, so you will be ready to give. In the vision you have seen, in the motto you have chosen, go forth to be a blessing to the world.

These diplomas are more than the certificates of what you have received; they are really commissions to go and do something for others even as your General has done for you."

Before the class went to their seats, they sang together their class song, the words by one of their own number, Ada Baytop of Gloucester, Va., the music by their teacher, Miss Bessie Cleaveland.

Resolutions of loyal sympathy in the great loss they share with the School were presented from the Alumni Association and read by Mr. A. H. McNeil of '77. As he stopped, the band of graduates gathered in the back of the room, sang very sweetly their song prepared for this Reunion, to Kellar's air of "Angel of Peace."

Very beautiful and cordial Resolutions of sympathy have been received also from the citizens of Hampton, the Tuskegee School, the Virginia State Colored Baptist Convention, the Hampton Club of Springfield and the N. Y. and Brooklyn Club of Hampton Graduates and ex-students.

Mr. Monroe, who as president of the Board of Trustees conducted the services, announced that an oil portrait of General Armstrong, which had been presented to the School by Miss Ellen Carruth of Boston, would now be unveiled by the hands of two students—a colored girl, Fannie McKinney, the Class salutatorian, and an Indian young man, Harry Kingman, who was with the General when he was stricken with paralysis in Boston. "When the General fell, he fell among his loving friends and the School's. It is fitting that one of those friends should represent the Boston giver and also, as he is a trustee, receive the beautiful gift in behalf of the School."

As the stars and stripes which veiled the portrait were drawn aside and draped over it, Rev. Alexander McKenzie D. D. of Cambridge, Mass., thus introduced, said:

"Hampton has seen many illustrious days, but never one like this. There is nothing more evident to me than that never was General Armstrong more present in this School than he is to-day. His presence never meant more to it. We hear his voice—only with more saintly emphasis; he counsels us, only with more wisdom than ever; he influences us, only with more sanctity and impressiveness. Never was he more with us—in our hearts and in his School. Better than any words are our own recollections, and his works bear witness to him. Yet it is a pleasure to refresh our memories of his face by looking on this generous gift, and there will come thousands here who will be glad to look on it.

He whose face is presented here is himself the true artist. The man that made that face was himself; by his own thoughts, his own strength, his own will and obedience. The light that flashes from the eye is his own light, kept burning with all the strength that was his inheritance. His was royal blood, the blood of Christian missionaries. And this inheritance was enlarged, by his own choice, with the wisdom of our great New England school, the gifts and graces of the noblest man New England ever owned. Then he devoted his life to his country; first to save it and then to complete its salvation.

It was a happy thought of our friend to present to this School a portrait of this man for our comfort and encouragement and the benefit of thousands yet to come here for the benison of life. I am permitted to present this picture to you on behalf of Miss Ellen Carruth of Boston, and also to receive it from her generous hands and thought into the possession of this School. Concealed by the flag behind which he loved to conceal his life, it is now unveiled by the hands of the people who gave him the opportunity to reveal himself.

One of the last remarks of General Armstrong we read in his Twenty-fifth report, yesterday, was this. He said: 'My life depends on the School's.' We would have put it the other way, but he was apt to be wiser than we. It does depend on the School's life, for he has put his life into the School. If that goes on, his life goes on. And this man is still to live on in this School's life. Such a privilege he had as rarely comes to man. Our sorrow is lost in gratitude to God, who gave this sublime man this sublime opportunity—to give himself to the finest thing that is being done under the sun—a work purely original, unprecedented in history. The visitors coming this year from all lands to the heart of our country, will look on what is inferior to what they have at home. But we can show them the finest thing in the world—what no man ever saw before—a Republic in making! The men from France have seen a country adopting a Republican form of government, but that is very different from the growth of this Republic, not as in France, one people dethroning a king, but men of all countries, all races, all tastes, all desires, to be made up into one nation where every man is as strong as every other man. And here is this done—only here. 'Twas this for which General Armstrong fought and gave himself, his whole life. Never can I

recall his coming here without thinking what a wonderful work he has done. If I were asked to characterize that work in one word, what would it be? Faith, patriotism, devotion? These are not uncommon words. I should choose rather the most uncommon word in the land—hardly a college in the land possesses it. That word is Thoroughness!—all thoroughness! That expresses General Armstrong and his work. A good, brave, wise man might have worked to secure for the freedmen, farms—and gone, his way well satisfied. A more dreamy man might have given them a spelling book; a pious man, a tract. There was wanted some man, man enough to give them everything. The rarest man in the land is he who does his work thoroughly. And that man was General Armstrong. There was not a nerve in the black man he did not touch; not a sensibility he did not waken; not a power he did not lay his hand on. There was not a smallest opening in the Negro's nature into which he did not breathe the spirit of the living God; making thorough men and thorough women and building them into the thorough Republic. If I could show the foreigners who come here this Columbian year, the finest thing for them to see, it would not be our ships, or our architecture, or our manufactures, but I would show them Hampton! The finest thing for France to see is Hampton. And Hampton stands for one man, and that man stood for God! Think of showing a man from India our architecture—of showing our stone and iron work to a man who had been accustomed to look upon the Alhambra—our art to a man from Rome. They would despise us, as young in all these arts. But we can show them the "Christ-like School," whose chief did works that Jesus did and greater, as He promised—who breathed life into those Christ died for. We can show them not the Transfiguration of Christ by Raphael, but what is better, the Transfiguration of Christ, by Armstrong!

This is not merely an interesting occasion; it is the most solemn in the land. You here are working at the foundations of the State; building lives, manhood and womanhood, into the foundations of the Republic: building the temple of God. It was fitting to begin these exercises with the Battle Hymn of the Republic. I wish Mrs. Howe would write one more verse. General Armstrong has written it here—'Let us die to make men free'—that is past; now, 'Let us live to make men true.'

The School sang their plantation hymn, "In that beautiful home on high." Then Mr. Monroe spoke as follows:

SPEECH OF MR. MONROE.

"We have turned aside from the usual order of our Anniversary Day, not for the glorification of even the one we so much love—because that would wound his spirit—but rather to hold up the past, not for his glorification but for our good; that, seeing how glorious and noble a man could be, our lives may be made better."

For seventeen years I have watched General Armstrong, admired his tact in business and management, noticed his goodness of heart, his strength of mind; yet the one thing I would take as characterizing him most completely, is his—I won't say unselfishness, but self-forgetfulness. That he was himself never came into his mind. He was always thinking of others. He was a sample of the true Republic that each man and woman makes not by dethroning a king but by dethroning self that God may be King. That is the only Republic that will last. General Armstrong was careful not merely that others should be happy—to ask How may I scatter flowers along their way; but he was always thinking rather, How shall this one and that one be made better, be led to a godly life?—then they will be happy, but they must be better first. And in this he himself led the way, seeking not himself. And so, forgetting self, he left the mark of himself on all about him. The joy of our service on this Board has been that we could sit beside him for two or three days. We knew that every time we did so we ought to go out better men. In travelling on the Nile, you are astonished to see everywhere so many statues of the kings and their friends. Egypt is full of statues. The kings had them made so that when they died their spirits might have them for bodies, and not go floating around and be lost. But as General Armstrong went up and down this land on his errands of good, he made more lasting abiding place in hearts and lives. As long as men shall love and work for others, his spirit shall be on earth. It seems strange to be here without him, but the benediction of his presence is here, and we too can learn of him as he learned of Christ.

One of the two on our Board who stood by him in the earliest days of this School and who was on its first Board, will now address you."

SPEECH OF REV. W. E. STRIEBY, D. D.

"We stand to-day where America began to make history. On the shimmering waters out there, floated the ships...

bringing the first permanent settlers. A few years later there came another ship bringing the first Negro slaves. There is another spot in America where history began in that same year. But there is this difference between Plymouth Rock and the spot where we stand. After the landing of the Pilgrims no great event occurred there, civil, military, religious or social. But here there has been a long succession of great events. Near here the cannon of the United States first protected the slave. Here the first school was established for the ex-slaves. Here was fought the great duel between the ships. And here a later and a glorious page of our history has been written by our friend General Armstrong.

In 1861, seven months after the fall of Fort Sumter, the American Missionary Association started a school for freedmen near where we stand, then one at the Butler School on these grounds then Camp Hamilton, with 1,500 pupils, from the contrabands' cabins all around. Then, in 1866, General Armstrong came as an officer of the Government in the Freedmen's Bureau, to take charge of the refugees and contrabands and abandoned lands. But he saw that for the 1,500 pupils who had been five or six years under instruction, a change was needed. He communicated his ideas to us, and cheerfully and promptly we acceded, and this Hampton School was started. In 1867, we bought 120 acres here for it. The next year this Hampton Normal and Agricultural School was opened and General Armstrong was at its head. In 1869, he first appealed for a permanent building. The question was what to do. There was the old Chesapeake Female Seminary—now the Soldiers' Home—which could be bought cheaply. General Armstrong felt strongly opposed to it, and induced President Mark Hopkins and General James A. Garfield to come down and help discuss the matter. We all met on the verandah of the General's house, with also the Supt. of schools of Connecticut (Mr. B. G. Northrup,) Mr. Alexander Hyde of Massachusetts, Mr. E. P. Smith, afterwards U. S. Commissioner of Indian affairs, and myself. We looked the matter over. I said 'That is the best thing to do—to buy the Seminary building.' General Armstrong was inflexibly opposed to that. At last President Mark Hopkins took me aside and said 'We had better let General Armstrong do what he wants to'—and so we did. If General Armstrong had been a common man I would have been right; but I was wrong, because General Armstrong was not a common man; he was a great man! He was great in his magnetic power over men. When this stripling of a young man would talk over with us the matter of the site of the School, he could induce a Hopkins and a Garfield to come down to Hampton and be on his side. And ever since he has been drawing the Hopkinses and the Garfields to him—and to his Board of Trustees. My associates will not hear me, when I say I have never known a body of more power and never have I known a body of teachers superior to those he has gathered here, nor a body of students so magnetized, mesmerized by one great spirit, as here. General Armstrong was a great man in his broad plans and bold measures. He tells us that the vision of Hampton, essentially as it now exists, was in his mind back in the days of the war. So when he took up the work, it was all in his mind. That day we met on the porch of his house, there were only two brick houses and a few barracks and shanties on the place. But he saw it all, and the rapidity and vigor with which he pushed it into visible shape astonished us. We used to say 'Every year we come we see two or three new buildings.' We'd say, 'General, this is large enough, we can't go any further.' 'Oh yes,' he'd say—'no more buildings.' But the next time we'd come, there'd be one or two more underway. Once when two corner stones were to be laid on an Anniversary Day [Winona Lodge and Stone Building] I was to speak at one and Rev. Dr. Potter of New York (afterwards Bishop Potter) at the other. A little rain fell, and I said 'Dr. Potter, you'd better wait, it will be over in a few minutes.' 'Oh no,' said Dr. Potter, 'If I wait, General Armstrong will have another corner-stone started.' But the General was not only great in making plans. Many a fool can make plans and get in debt for what he can't carry out. It is the mark of a great man to keep his plans in hand, and that is what the General did. A teacher here has told me that he knew the condition of every building from garret to cellar. So he knew all his business. He was great too in knowing how to select his subordinates. He said to us 'I am not indispensable to the School. I am dispensable. I can go to California and the Hawaiian Islands, because I know those I leave will do what is needed and the work will go on well.' To show that he was not led away by visionary schemes, he would show us his balance sheet. And whatever perplexity or trouble there was, I never knew him to whine. He never said to us 'Oh what trouble we are in, won't you help us out,' but 'I am going to do this—and that—and get us out.' He made me think of Napoleon, who, after a battle had gone

against him, gathered his officers under a tree and instead of talking of the defeat, began to say 'I am going to do this and that to-morrow.' One of his generals exclaimed, 'Sire thou art worthy to command us.' So we felt that we had in General Armstrong a worthy commander and guide.

And General Armstrong was more than great—he was good! What is a good Christian? Not always a man who sings hymns and talks about God; but one who loves Him and imitates most closely Jesus Christ. And if ever there was a man who tried to follow Jesus Christ, it was General Armstrong. He went, like Christ, right down to the poorest and lowest and threw himself into their hearts and lives. These students feel that he not only told them what they ought to do, but prompted them to do it. He gave himself, his time, his strength; threw himself into his great work; and Hampton is here to-day because of what he gave, and hundreds have gone out and will go out from here to do God's work in the world, because General Armstrong was a great and a good man."

Mr. Monroe said "We turn now to hear from one who felt the impress of the master and went forth to do a work like his."

SPEECH OF MR. BOOKER T. WASHINGTON.

"A few nights ago, while I was driving through the woods in Alabama, I discerned in the distance a large bright fire. Driving to it, I soon found out that, by the glow of this fire, several busy hands were building a nice frame cottage to replace a log cabin that had been their abode for a quarter of century.

That fire was lighted by General Armstrong, years ago. What does it matter that it was twenty-five years passing through Hampton to Tuskegee, and through Tuskegee Conference to that lonely spot in the lonely woods? It was doing its work effectually all the same, and will continue to do it through the years to come. It is a serious embarrassment to me to speak of General Armstrong. It would be comparatively easy to speak of him as our teacher; but he was more than our teacher. He was the heart of our race, and held us so strongly and tenderly in his great heart that it broke at the time when most men have just begun to live. It would be comparatively easy to speak of him as our friend; but he was more than friend—that word is cold and barren. General Armstrong, and the power of his personality and influence over his students; his tenderness, his love, his confidence in them; was so indescribable that I hope you will not think it irreverent if we not only reverence but almost worship him. But General Armstrong would be the last to wish us to utter mere abstract words of praise. Every spark of energy in him was connected with some purpose, lifting up the unfortunate of the black and red and white races. Here in Virginia you know how his life penetrated; but what of his influence in the "Darker South?" I hope I shall be pardoned if I speak from experience and show by Tuskegee how his work is marching on. The rose I place on his grave is *his* work at Tuskegee. To-day it is a lighthouse for the country about. Eleven years ago it began with thirty students and one teacher; to-day it has six hundred students and thirty-four teachers. Then it had scarcely a dollar and not a foot of ground; now it owns 1400 acres and 28 buildings—a plant representing \$180,000. Then it owned one blind horse; now it owns 260 head of live stock. Then the present school ground was an old plantation that had known only labor forced by the lash. To-day it has fourteen different industries carried on by six hundred as happy hearted workmen and women as there are in America. Then it was questioned if the Negro would work. Now seventeen out of the 28 buildings were put up by the labor of the students. But our great Chief taught us that all material advancement is as nothing except as it contributes to the elevation of manhood, of character. How has Tuskegee met this test?

First, by its influence over the surrounding white community. As many white as well as colored friends have been raised up for us. I have had opportunity to know something of the respect the white people of the South feel for General Armstrong, but I did not fully appreciate it till I saw them clasp his hand and heard their unselfish words of welcome. Next in our own people's problem. There are 30,000 colored people around us within a radius of 100 square miles. What few schools that were among them were taught in wretched log cabins. The mortgage system was preying on them like a cancer. They had empty stomachs and clotheless bodies. A large proportion of them lived in one-room hovels. Their churches were too often only hiding places for sin. How has Tuskegee attempted to pierce this darkness? Six years ago there went forth from its doors a young girl to teach school in one of the dark places. She found the people groaning under debt but she took a three months' public school; she went among the people, taught them house-keeping, formed sewing classes, held weekly meetings, told them how to save

and economize till they could get out of debt. She soon got many to stop mortgaging. She showed them how to build and furnish a neat school house. The second year they themselves added two months to the three months public school session; the next, three more. Now it is an eight months school. I wish you all could go into that community and see the revolution wrought by that young girl, without a cent of money given from outside; only object lessons and guidance.

General Armstrong saw more than twenty-five years ago that the only true help is self-help. The greatest injury that slavery did to my people was to deprive them of self-dependence. You can't expect that what has been going into a people for two hundred years can be all got out of them in twenty five years.

General Armstrong saw that to teach properly, head, hand and heart must be educated together. Tuskegee has had 3,000 students, 400 of whom have received enough such training to go out and give it to others. Thirty thousand children have been under their care in Alabama, Mississippi, Georgia and Louisiana. Besides this we have been instrumental in starting the Mt. Meigs and Calhoun schools, and the Tuskegee Conference in which for two years upwards of 600 Negro farmers have attended one day and been filled full of plans and suggestions that have been bursting out ever since in better schools, better houses, better farms and better lives.

At first, General Armstrong's plan of education was opposed by many. Now the Armstrong fire is spreading all through the South. For the first twenty-five years of freedom we have been occupied with the matter of bread and meat, and for fifty years to come we shall need a class of workers who can keep the fire under the pot.

Others may excel in philosophy or theology but a Hampton man is the one who can *do* some one thing well. Now what remains? The work is far from being done, but General Armstrong has led the way for us to follow. Millions are still unreached. The Negro problem is a problem of industry and morals; but with General Armstrong's faith in God and in man, it can and will be solved.

Standing now in the midst of the greatest sorrow that has ever come to this Institution, is it asking too much, fellow graduates, that out of the midst of our disappointment in not seeing our great Father who loved us, we shall consecrate ourselves to duty, kindling to zeal that shall bring out of his death blessings rather than loss? Hampton students; ours is a blessed heritage. We have been redeemed and made what we are by the life and blood of the greatest man of modern times. We can't afford to waste a single atom of force. Let it be our highest ambition to work as he worked, till we carry a drop of his life-blood into the darkest corner of the darkest South; and in doing so, we shall not forget to uphold the hands of him whom General Armstrong loved and on whose shoulders his mantle has fallen."

Letters of sympathy and regret were now presented from U. S. Attorney-General Olney; Hon. D. M. Browning, U. S. Commissioner of Indian Affairs; Gov. McKinney of Virginia, Hon. Thomas Whitehead, State Commissioner of Agriculture of Virginia, Mr. Herbert Welch Secretary of the Indian Rights Association and Prof Francis G. Peabody of Harvard.

The General's favorite army hymn, as sung by his Negro regiment—"They look like men of war," was sung by the School, and then Mr. Monroe introduced the next speaker, "for nineteen years a member of the Board of Trustees, and still longer an intimate beloved friend of the General."

SPEECH OF MR. ROBERT C. OGDEN.

"I cannot refuse the chance to say some few words concerning my friend General Armstrong. Yet I find it is the heart, not the brain that is so busy with me to-day. The words that have been spoken by others are so graceful, beautiful, forceful; the testimony given so cumulative and strong, that it seems impossible to add anything to them. Yet I cannot refrain from obeying the command as I always obeyed his. My thoughts are all on the private, intimate side of our friendship. I might as well try to botanise the flowers on his grave as to analyze his character. A man so great, so dynamic, so epigrammatic; of speech so marked by utterances of life, phrases that shall live; of such concentration of thought; putting great thoughts in few words as a master artist makes a great picture in a few lines. We gather here in sadness yet in hopefulness. I would say no unworthy word of this great soul. So keen he was for all shams, iconoclast of all that was false or unworthy. Yet he could carry on criticism of all that was low and mean, with full power to make distinction and recognize anything that was worthy. He never crossed the line between such criticism and irreverence for anything that was high and true. Some of us who have known him most intimately, have got little indications of how really great he was. I don't claim an extraordinary share of his intimacy, yet I have seen such little unconscious demonstrations of his nature that gave me new

glimpses of his greatness, as in his ability of his to be destructive of what is unworthy and at the same time maintain what is true, and never compromise one by mixing it with the other.

He and I were youngsters at the same time, and so when he first came to this country, his uncle, Judge Chapman, sent him with a letter of introduction to me. We joined hands then—it was the early summer of '60—in a friendship to last through these thirty-three years. The last time I saw him, we sat side by side in the church after service. His heart was full and his utterance busy taking account of his weakness and taking counsel with me how to supplement it.

In all these thirty-three years, no word has ever been spoken by either of us to the other that I would wish to take back. In our dear, sweet friendship, no shadow ever fell between us.

In the history of this man is uplifting power for those on whom the responsibility now falls of continuing his work. Think of it! These trustees meeting here yesterday, reading his words, while his body lay at rest in yonder grave—his spirit had passed through the golden gate to his everlasting rest, yet everlasting activity. He is gone! and it remains for us to make his work here a continued success. And the responsibility comes to those who feel that the larger one's resources, the larger the necessity of service and the duty of service. And so it goes on till the responsibility rests on all the people of the land to make his great work a still greater success in the future. To help us do this great work can we have a better study than to study the man himself? Look here at what he has accomplished of material advancement—but still more look at the intellectual and spiritual life he has made to go forward here—and so we see his work going on. Hampton is richer, stronger and more beautiful to-day than ever before. The skies above us are clear and bright—may not this be a symbol of the gladness and hopefulness that is above our sadness. In some of the old churches of Europe we see the skulls and bones of the martyrs built into the walls and pillars. It seems a depressing and ghastly sight. Yet it is a beautiful thought that human life is built into organizations of priestly service to uplift the world. Here while one generation lives to tell it to another, the richest thought here will be to think of the heart, head, the muscle built into this Hampton School. So with this heritage of the past, let us gather into our hearts and demonstrate in our lives all the memories of this great man."

Mr. Monroe said "We will listen now with pleasure to one of our Trustees who is also a neighbor of Hampton Institute and long its friend."

SPEECH OF COL. THOMAS TABB.

Mr President; ladies and gentlemen; students of Hampton Institute: If I were to consult my own feelings, I should be absent from this platform to-day because of my inability to speak fittingly on an occasion like this. But when I am requested to speak of Gen. Armstrong's relations to this community, which I have known for twenty-five years—I could not fail to make my tribute to his memory and worth, however humbly.

More than twenty-five years of this Nineteenth Century, grandest of all the ages, with its magnificent development, its splendid progress, its grand achievements and its grander men, have swept into the past since General Armstrong first came into this community. I knew him as a young man, in the pride of his early manhood, and ever since till we laid him to rest in yonder cemetery—and who does not know how fair and famous that life has been?

It was my privilege to meet him early in his official capacity as an officer of the U. S. Government. I refer to the past because I cannot speak fittingly of the memory of General Armstrong without relating the circumstances that brought him here. Go with me to the dark days of 1866. All was not beautiful here then as it is to day; all was ruin and desolation in the track of war. You cannot realize the wondrous transformation these years have wrought. My own people were returning again, ruined in fortune, with blighted hopes, to their once happy homes. Those of them who stood on the verge of life could only think of those happy days never to return. Hither was returning the ex-confederate to his home; here came the matron a widow and childless who in 1861 had bidden husband and son go forth to battle; her loved ones sleeping on the heights of Gettysburg or in the shades of the Wilderness or Chancellorsville. Thousands of colored men and women who had fled here as to a city of refuge, were occupying our lands and abiding in our homes. I say it not to their prejudice; such is not my purpose; no man appreciates their fidelity as a race more than I; they have my best wishes for their welfare, but naturally, too many of them thought liberty meant license; freedom exemption from labor. General Armstrong came here as a representative of the Freedmen's

Bureau. Here laws were silent, courts closed; the Bureau administered justice between man and man. Many were embittered. But he impressed this community as no man of his predecessors had done. We came to regard him as a true, brave, just, impartial man, and well he met the difficulties of the hour; impartial to white and colored, a just man, and discharging his duty fearless of consequences, and in the fear of his God. Some sweet memories come back to me of his goodness to my own people. The bravest are ever the tenderest! He passed from the Freedmen's Bureau to the organization of this great School. Methinks there was something in his environments here which spoke to him as the voice of destiny. It may not be that our great Creator speaks to us as to Moses and John, yet He speaks to us, and if we would give heed, there would be more and grander men than there are. Yes, he heard the voice which would speak to him and, like John on the barren island, he gave heed to that voice, and God pointed cut to him his destiny, and so this School arose. I well remember its beginning. How unpromising! I can go back twenty-five years and recall how it started with two dilapidated houses, old hospital frame buildings, two teachers and fifteen pupils. What has he accomplished here? These six hundred students bear witness. These magnificent buildings tell the story of his great life. Beyond all this, the hundreds of young men and women going all through this land to elevate their people to a higher plane of manhood and womanhood—these speak more eloquently than I can speak of the work and the worth of General Armstrong. Michael Angelo liberated the angel from the block of rough and shapeless stone; General Armstrong has been a greater Angelo for two races.

Engrossed by his great work, he had of course little time to give to other matters, yet he closely allied himself with everything in this community which could contribute to its advancement; he was keenly alive to its interests. By his life he said to us; 'Your home shall be my home'—and his grave says: 'With you shall I be buried.' The people of this community, of every class, condition and race, stood by that grave to do honor to his memory and worth.

It is my privilege to have known this great man for twenty five years. If I were asked to analyze his character, I should say:

First—He was a man of intense, earnest enthusiasm. Not enthusiasm without thought, but combined with superior judgment. No man yet, in all history, ever accomplished anything by intellect unless back of it there was enthusiasm for his work.

Far beyond all—there was in him utter self-negation; entire forgetfulness of self. He gave his life for others. What man can do more than this? This is a hero! Ay, more than this—it was Christ-like!

It seems to me that the noblest commendation that could ever be spoken, is that which Jesus said of the woman: 'She hath done what she could!' But I believe that He has said to General Armstrong 'thou hast done what thou couldst, and inasmuch as thou has done it unto these, thou hast done it unto Me!'

I say to you whose privilege it has been to sit beneath his guidance and teaching—such a privilege you will never find again. In all the coming ages of your life, you will never look on another General Armstrong. So from his original relations to this community sprang that splendid life which he gave to his country, to humanity, to his God."

Mr. Monroe said we should now hear from a trustee who a few months ago felt called on by other duties to give up his place on the Board, but, in the new responsibilities of the present, would now stay with us.

SPEECH BY MR. CHAS. L. MEAD.

"More than thirty years ago, I was greatly instructed by a little incident; one of those that so often influence the whole of life, I happened to be visiting at the home of a returned missionary, in New England; Dr. Swayne of Providence was also present. The cottage was decorated with weapons and other interesting curiosities, a tiger skin rug, etc.—the missionary had brought from Africa. Dr. Swayne admiring these things said playfully 'I've a great mind to become a returned missionary myself.' 'Well sir,' retorted our host, 'The only way to do that is to first be a missionary!' I have found that there are two classes of men in the world: those who expect to return an equivalent for all they get, and those who expect to get something for nothing. For the fifteen years of my acquaintance with General Armstrong, he has exemplified to me, more than any one else I ever knew, the man who is ready to return full equivalent for all he gets. It has been my happiness that in New York my office was a convenient half way house for the General—or Mr. Frissell—to drop into. The General would whip in and stay five minutes whenever he came to the city. I remember one time five years ago, in the summer, he came into my office on a day when yachts of all countries were to have a great regatta. All of us who know

the General well, know what an eye he had for a boat; how he would have enjoyed such a spirited sight. He picked up a paper and I saw his eye kindle as it fell on the announcement. I thought to myself, now here's a chance for the General to have a little rest and outing that he needs so much. I saw him give his head a little shake, press his lips together; he threw down the paper, saying to himself—not to me—'A man can do but one thing in life—and off he started to buy a boiler or do some other prosy errand for the Institute. Dead in earnest he always was—not for Armstrong—never; and not only for the two races in his school, but for humanity everywhere. What can we know of the full outcome of such a life. If I have one desire in my mind—of course we don't talk much about it, but the chief one is to see the face of our Savior in heaven—next to that, my chief desire of heavenly joy is to sit on some heavenly slope with General Armstrong where he wont have to hurry away, and talk over with him the great outcome of his work on earth—talk with Gen. Marshall too and Gilman. I say to these trustees, teachers, pupils of Hampton, what incentive can we have to urge us on like the thought that we shall have something to tell him of how the cause he lived and died for has been set forward by what he has done?"

Mr. Monroe introduced a friend of the General and the School, from Philadelphia.

SPEECH OF REV. DR. WAYLAND.

"I don't know what I can add to all the fine and impressive things that have been said of General Armstrong.

Great he was—he thought of what seemed impossible as something that must be done, and he did it. A soldier, he drew his sword only in behalf of justice, law, liberty, and love of God and men. A statesman, he had wisdom to see that when the war was over it was only half done. He had seen multitudes lay down their lives, the Potomac and the James run red to the sea; to achieve bodily freedom. But he saw the souls were still to be set free, and to that end he devoted his life. A Christian, he saw that God had given to him the mission of bearing, living, suffering for others, and that the divinest thing in humanity is a life devoted to man's redemption. We call him dead, but his presence was never more truly felt. From that picture, from that grave, he speaks to us; and yet more from the classroom, from that church, from work shops, from cabin and cottage; and says: 'I have borne this burden for men, so do you; and as I carried this load of labor, care and love on my heart till it ceased to beat, so do you no less.' These sixty buildings are a monument to him compared with which Trajan's column is an inanimate block; these shall always speak. And he has other monuments in the hearts of men. So long as an Indian or a Negro mother shall teach her child the name of Jesus, and tell him of the great souled man who here for a quarter of a century worked, watched and died, so long his memory shall not fail from the minds of men."

The next speaker introduced by Mr. Monroe was the eloquent Negro orator, and president till lately of Bennett College in Greensboro, N. C., now pastor of a church in Wilmington Del., whose excellent address to the Alumni Association and still more remarkable and telling speech on Wednesday evening which will be reported in our next number, will remain in the memory of all who heard him.

SPEECH OF REV. DR. GRANDISON.

Mr. President, ladies and gentlemen, I have been forced into this service, not against my will but against my knowledge, and you will permit me to say what I can in my own way.

There are four remarkable things, to my mind, connected with the black man's history in relation with the white people. (1) Contrary to the genius of this free Republic, a race was torn ruthlessly from its home and enslaved.

(2) That old flag which waved in triumph and protection over an institution that embruted man, over a hell of bondage, and over the bloodhound,—that old flag, bespattered with his blood and bedewed by his tears, in the time of its danger found no stancher defender than it found in the black man. Whether on Boston Common, or in New Orleans, or to the "crater" at Petersburg, or to Fort Wagner where the way was set with sharp spikes, the black man, with no rights that a white man was bound to respect, marched side by side with him to death and immortality.

(3) Never was it known before in the history of the world that 400,000 men laid down their lives for the freedom of a race they had enslaved.

(4) But here is a still greater fact: never had it been known before—that a race should voluntarily take upon itself the education of another race. It was said at the beginning, by the Southern whites who didn't understand themselves in those days, that the Negro if freed would relapse into barbarism. But after the army, came, actuated by the spirit of Him who came to seek and save, another army of good

men and women, threw out that old flag over the school house and began to teach us the alphabet of civilization.

(5) A still more remarkable fact: Southern white men who had made severe penalties for teaching a black man to read, have themselves not only withdrawn from opposition to Negro education but are contributing to it to the measure of their ability.

'What hath God wrought.' These changes, these works of beneficence, breaking the fetters from bruised limbs and bound minds, have been achieved through human effort. God's way to teach is to incarnate his truth in some man, and say to the rest: 'Come up here and stand where he is!'

I never had the privilege of meeting General Armstrong. But it seems to me I am intimately acquainted with him. 'The heavens declare the glory of God, the firmament showeth his handiwork.' When I see the stormy ocean I say He is a God of power; when I see Him in the lightning and in war, I say He is a God of wrath; when I see Him in the blooming flower, the gently flowing stream, the innocent child, I say He is a God of love. We know Him by his works. So when we look here at this great work, the product of one man's heart and brain, I say I know General Armstrong. He has builded himself into the lives of others and in the characters of men and women. I know him in the purpose that I read in the eyes of these students and graduates; I know him in the plans he made, in the sweetness of his nature, in the work of life, in the agony of death that plucked him away to adorn the Master's crown of rejoicing! The joy of a man who has given himself to a great cause of humanity is not material advancement of himself; it is to see himself multiplied over and over in the lives he has touched. Jesus Christ for this 'joy set before him' endured the cross, despising the shame. His joy was not in the songs of angels but in beholding himself in the sons of Adam redeemed by his life and death. I am grateful to those heroes who fought and bled and died on the battle field for my people's freedom, but still more am I grateful to those brave men and women who left their homes and bowed themselves to toil and persecution to free our souls. Now and again one may fall and be laid in a hero's grave, but, on behalf of my race to whom I have devoted my own redeemed being, I say that its flowers shall bloom perpetually, watered by the tears of a grateful people."

The closing word was spoken by the School's dear friend and trustee, Rev. Dr. McVickar of Philadelphia.

SPEECH BY REV. DR. MCVICKAR.

"I agree with you my friends that speeches should come to an end, yet none who love General Armstrong and his work can refrain when asked to express that love in a few words, so I ask your patience while I try to do so.

When one thinks of him, one is reminded of that one strain of the song which God's redeemed ones are singing round the throne—that one echo that comes to us through the revelation of St. John: 'Unto Him that loved us and washed us from our sins in his own blood, and hath made us Kings and priests unto God and his Father; to Him be glory and dominion forever.'

Kings and priests—the royal and the sympathetic nature—these are the two characteristics that through all history we admire. Royalty and sympathy! superiority as priests and kings, and then consecrated not to selfish ends but to the good and welfare of others. Ask yourselves if these are not the characteristics of those you most admire,—kingliness, priestliness. All that has been said to-day of General Armstrong goes to verify this thought. What superiority! Was there ever a more kingly nature among men? Born to command; to gather the admiration and love of all who touched him on any side; early acquiring high position yet never finding himself and all he had too rich an offering—but no, he never thought of it as an offering, a sacrifice—to the races that represented the weakest of humanity. Was there ever such kingliness, such priestliness in man? It was an inspiration to speak with him; to be with him; to feel the touch of his hand, to meet the flashing tenderness of his eye; one went away feeling one could go and do one's own little part with new courage. It is no platitude to say it is a privilege to have known such a life, to have had it speak to our lives, to remember it always. So when we go from this place saddened but hallowed with his memory, let us go to take whatever superiority we may have in some little degree and direction, whatever that may be, and consecrate it with new purpose to lift others. Class of '93, if I were a student of Hampton I'd rather graduate this year than in any year in the past or any that is likely to come in the future, I'd rather go out feeling the uplifting power of such a time as this; I'd like to have enjoyed the benediction of his presence and then to think of him as having gone to his crown! As when Christ looked on his disciples tempest tossed and bewildered, and said 'It is expedient for you that I go away, that the Comforter may come

so it is still; there is something about the lives of such as he that we can never know till they are rounded out by death. We think we know them, but when they pass into the ideal state, rounded, glorified, they are a power as never before, a nearer association, a perpetual inspiration and indwelling presence in our lives. If we are worthy of it, we shall be careful to show in our lives the power of that glorious memory. Oh take it with you as you go forth from here. When tempted, let it whisper Constancy; when hopeless let it whisper Hope. When life is over for you and for me in this world, and on the other side we come to know how little death is, may we clasp his hand once more, look into that face again, look back over the past and sing that song of thanksgiving over it all, that in some way or other we have been made kings and priests unto God and his Father."

The benediction, pronounced by Rev. H. B. Turner, Assistant Chaplain of the School, closed the Memorial Service.

S. C. A.

BY ALICE M. BACON.

[Read by Mrs. Harris Barrett (Class of '82) at the Graduates' Conference.]

Into the fight where the bullets flew thickest—
Leading his dusky troops, fire in his eye—
On with the bravest—ahead with the quickest—
For God and freedom's sake ready to die.
Forward! his only thought,—
Forward, till all is wrought!
Freedom the end he sought—
Freedom for slaves.

Battles all ended now—silent the clamor,—
Freedom for one and all—never more slave—
No more the auction block—no more the hammer—
Ransom that paid it all, blood of the brave.
Still "Forward," is his cry;
"Forward! be men or die!"
"Forward, with purpose high;
"Manhood is yours."

Heading still dusky troops, leading them onward,
Upward from slavehood's curse—up toward the light;
Out of their darkest hour, heavenward and sunward—
Strong as of old his voice, eye still as bright.
See, now the battle's fought!
Look, here the end he sought—
Look, here the work he wrought—
Manhood for slaves!

Borne by his dusky troops, lovingly, slowly—
Toll bell; droop, banner, droop over our dead;
Gather around his bier, scorned ones and lowly;
Learn from the life he gave, lead where he led.
He rests—his work well done;
He rests—his battle won;
Never let freedom's sun
Set o'er his grave!

Alumni Reunion Song, 1893.

Air, "Angel of Peace."

Sung by the Graduates at the unveiling of General Armstrong's portrait.]

Dear Hampton we greet thee, thy children draw near,
Thy sons and thy daughters return to thy fold;
Long years have we wrought that thy fruit may appear,
The tribute we bring thee, thou dearer dost hold
Than gems of the Orient, silver or gold.
But where is the welcome we hastened to hear?
The strong arm is fallen, the warm breast is cold—
Our General—our Father—why art thou not here?

O Hampton, thy glory lies low in the grave,
In silence and sorrow thy children must bow;
He saved those who perished, himself could not save—
But list—in our torn hearts, what voice rises now?
"Not here, but arisen; lift up the sad brow.
This word he has left you 'Go free every slave,
Grand army of Workers, God's strength shall endow.
O children of Hampton, be tender and brave!"

Dear Hampton, we hear and we answer the call;—
Thy sons and thy daughters, till life's latest breath
To work as he worked to uplift those who fall—
We follow him still when we do what he saith;
"Inspiration his life, consecration his death."
So healing divine on our bruised hearts shall fall,
As a mother her sorrowing child comforteth.
God stay with his Hampton.—God go with us all!

Helen W. Ludlow.

THE SOUTHERN WORKMAN

• AND •

HAMPTON SCHOOL RECORD.

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No. 6.



TWENTY-FIFTH ANNUAL REPORT OF THE PRINCIPAL.

To the Trustees of the Hampton Normal and Agricultural Institute :

Gentlemen :

When at the close of the war, twenty-eight years ago, four millions of low, ignorant Afro-Americans were thrown upon their own resources and upon the country's care, our civilization received its severest test, and there was the added strain of disbanding armies and broken-up social and economic conditions. But, naturally and quietly as the rivers flow to the sea, the soldiers of both armies went to their homes, and to steady, manly living; war horses pulled the plow; the ex slaves went to work or to school as they had the opportunity, and a "New South," based on order, industry and general justice and intelligence, has nobly developed. The four millions of freedmen have become nearly eight millions of people, having made a marvelous record of progress in the quarter century closing in 1893.

How clear now to all is the Providential idea that the great civil war meant not only the welfare and progress of one race, but of the entire nation, and of mankind. Only in the remote future will its far-reaching intent and bearing as an education be understood. The following facts from the Bureau of Education at Washington, were foreshadowed, predestined, but not even dreamed of, when, in 1862, the American Missionary Association of New York opened the first school for slave children at Hampton, Va. Then there were no Negro schools in the land; now there are 24,150 nearly, under Negro teachers. A million and a third children are at school: there are 175 schools above the primary or common grade, in which there are 35,000 children and 1,311 select Northern teachers giving an advanced grade of instruction.

Over two million colored children have learned to read and write in a public school system as firmly established in the ex-slave as in the Northern states, supported by local taxation whose total, since 1870, has not been far from fifty million of dollars; now, at the rate of eleven millions a year. Northern charity since 1862, for the same purpose, may be estimated at twenty-five millions of dollars; now at the rate of about a million dollars yearly.

From utter poverty in 1865, the ex-slaves have accumulated, to the present time, over two hundred million dollars worth of property. Getting land and knowledge has been their passion; they have not thrown a pauper upon the nation; while, for their education, but a paltry three and a half million of dollars of government money has been expended—this, through the Freedmen's Bureau before 1870, with the happiest results. As a race, the colored people of the country ask for nothing by way of bounty, and for no material or political advantages. They do not expect legislation that shall be of the slightest advantage

to them, while it is clear that the Postal Savings Bank system would help them greatly. While the national feeling of responsibility for them has disappeared, there is still a strong individual feeling, expressed from time to time in noble charity in their behalf. Dropped as wards of the nation, they are still the people's wards, and for a long time will need and get helpful care in their noble efforts to help themselves to better living. They ask only for a "Fair Chance." They never beg for anything but for a chance to work their way through school. Such applications are overwhelming; some must be rejected for want of room. The young Negro woman is the most needy and unfortunate and should have a larger opportunity. Our country's noblest mission is to leaven and lift up the weaker, less favored and despised classes in our midst.

The Hampton School's first quarter century, from 1868 to 1893, covers the most interesting, difficult but hopeful period of development as well as of national progress. Our social, political and economic problems have been bravely faced; more brain and wealth devoted to their solution than ever. That the initiative of progress was received in slavery, even the thoughtful Negro admits; for, in the intimate contact of the black and white races, civilized ideas were imbibed. The greatest benefit acquired by the former was a knowledge of the English language, with industrial training, and a knowledge of Christianity; a very imperfect education, but a start that counted for much, of far more advantage to the blacks than the contact of the whites has been to the red race. While developing the Negro, civilization has nearly annihilated the Indian. Anglo Saxon sensuality and selfishness—human nature, in short—has acted and reacted; the wrong doer has been the greatest sufferer morally, made much money unjustly, but all things have worked together for good. We should not too lightly estimate the opportunity given the Negro when his master left him to manage the plantation in order to go to the war. This was highly developing, made a step in advance, and he was, so far, better fitted for responsibility. The good conduct of the Negro at that period has won him the lasting gratitude and respect of the Southern people. It is unparalleled in history. Slavery had its good side, but was, in many ways, a hard, bad school; worse for the master than for the slave. It was a good school for teaching trades; trained a host of good mechanics who do the work of the South. While ruinous to the soil, which it abused and exhausted, it supplied an army of mechanics whose places young colored men should be trained to fill. A large per cent., no doubt one-fourth, of the two hundred thousand Negroes who were enlisted as soldiers, learned to read. The spelling book was always carried with the rifle; often studied under fire. Army life was useful to them in many ways. No lawlessness was ever charged to the

disbanded volunteers; while the several Negro regiments of the regular army have made a fine record; bearing well any comparison.

The locomotive has been a civilizer quite as much, perhaps, as the school house. Railroads and other enterprises in the South, developing its resources, scattering enormous amounts of wage money, creating new values and better conditions for industry, have benefited both races alike, and have, with the spirit and pluck of all classes, made the "New South," whose grand fulfilment we have only begun to see illustrated; nowhere so well as in this peninsula, of which Newport News is the commercial centre and capital.

As was stated, common schools for Negro children received their initiative at this place, in 1862. Here industrial education for the Negro, suggested by a foreign experience, was first begun, has received its largest development, and in 1878 the Hampton School, through the co-operation of Hon. Carl Schurz, then Secretary of the Interior, was pioneer as an industrial school for Indians, received the first red youth in any considerable number separated from barbarism and educated away from their homes. The great Indian work at Carlisle and elsewhere rapidly followed under the impulse here given. The genius of Capt. R. H. Pratt inspired the admirable system of "Outing" of Indians among farmers, grandly carried out at Carlisle and practiced here since 1878.

Fittingly has work been done here for both races. Here, or near Hampton, English civilization first touched American soil: near here the first slaves were landed, and here freedom began. Here, where white, red and black people first met, the white man began the conquest of the continent, a conquest characterized chiefly by sensuality and selfishness—the red man was doomed to disappear; and the black man, made a social pariah, has had a hardly easier fate. Is it not right that Christian education should spring up here where freedom and education began? Should its appeal for the means of making self reliant manhood and true useful womanhood, through endowment, perpetually possible for these weaker peoples, lag through another quarter century? Having a third of the needed million dollars, how long must it wait for the rest? I earnestly hope that in this Columbian year, this school's endowment may reach the sum of at least half a million dollars. While this and other countries are filled with admiration of and wonder at ourselves for the tremendous achievements of America in the past four hundred years, whose completion this year celebrates, it is well to remember that on our part, there has been a "century of dishonor," and that about the most wonderful product of our literature has been the remarkable story entitled "Uncle Tom's Cabin," based on the experience of a people brought here against their will. Will the nation's conscience and benevolence be quickened like its pride?

It has often been stated that the Hampton Institute opened in April, 1868, with two teachers and fifteen pupils. It now requires about eighty teachers in all departments, about half of them industrial, and provides regularly for 650 boarding pupils of whom 130 are Indians from New York State and the West, with 300 in the "Whittier" or primary department. So much for growth. What of results? For the past

four years we have been gathering, through correspondence, the facts regarding the 723 graduates of the school from 1871 to 1890, which are just published in a book of 520 pages, printed by our students, entitled, "Twenty-two Years' Work of the Hampton Institute." It really shows the results of the school's first quarter century of work. Five maps, notably the "Star map," indicate the facts, which briefly stated, are that 129,475 pupils have been taught by our graduates, two thousand of whom have been teachers, (150,000 pupils taught would be a fair estimate.) The thrift of these graduates has made their reported accumulations \$167,855. Of forty-five, the record is unsatisfactory; we know of but three who have been criminals. Not a single grievance has been mentioned by a graduate teacher, not an "outrage" has been reported in their wide field of work. Great fairness and kindness on the part of public school officers, and general good feeling, universal cheerfulness and hope, have characterized their correspondence, which is encouraged and responded to in a special department of this school. A lamentable weakness of intelligent organized effort to improve the ignorant, poverty stricken, and whiskey drinking condition of the people is reported on all sides; to meet which has been organized, as recommended in my last report, a Missionary Department of the School, of which Rev. H. B. Turner, Assistant Chaplain, has taken charge. His aim is to secure the co operation of graduates in the wide field, who shall build up Sunday-school, Temperance and other work, and, so far as good example, teaching and influence can do it, tone up and improve the low conditions around them. Not the least good to come of this will be the selecting of the right student material for the School; for there is a lack of the first rate material, especially of young men of the right parts, who should be picked out of the thousands and thousands over the land who would gladly work all day, ten hours, and study at night, to get an education and a trade; but it takes hundreds of square miles and millions of people to produce one first rate man.

I would state again that the sum of one hundred thousand dollars is needed to place our Missionary Department on a solid, permanent basis. The income from that would sustain a working force from which large and happy results might be expected. I refer you to Mr. Turner's report below. The plan is to make our graduates an army of Christian workers. In discussing the results of Hampton's quarter century of work, there is great satisfaction in pointing to the schools and institutions built up by its graduates, in the line of its ideas, at Tuskegee, Ala., at Cappahosic, Gloucester Co., Va., at Lawrenceville, Va., at Kittrell, N. C.; the last three by undergraduates. Other like work is being planned. At these schools excellent, growing, telling, creative work is being done by our former students; notably at Tuskegee, where there have been forty of them; while from our workshops and classrooms have gone other men and women who are effective industrial and moral educators in Florida, Kentucky, South Carolina and Texas. Several are among the best and foremost workers for the colored people of Virginia. Our work is seed sowing; essentially germinant: it multiplies itself. That is its inspiration. Our shops are especially looked to for managers and helpers of labor depart-

ments in the growing industrial education for the Negroes.

I am glad to acknowledge here the liberality and appreciation of our industrial department shown by the Trustees of the Slater Fund and am most anxious that that should be put on to the best, soundest, most effective basis, made a model work of its kind, of which there is more discussion below.

First came the common school to the Negro; next came industrial, practical education, and the next step was higher, College and professional education, for which Lincoln, Howard, Fisk and Atlanta Universities nobly stand, with others of excellent record and promise. Most of these began before 1870. No more devoted, brainy or faithful work was ever put into institutions than has been put into these. They are all sound, flourishing, excellent institutions, and ought to have permanent foundations. No one who has taught them doubts the capacity of the Negroes for higher education. I have long felt that colored physicians have been the best results from the professional training of Negroes; not to belittle their worthy educated ministry, or their many able, successful lawyers. There was and is no need of the higher education here, when every Northern college is open to the capable, earnest colored student, who in many of them has already made his mark. Hampton's development lies, I think, in being as complete and perfect as possible a Normal and Industrial Training School of the highest tone and efficiency; to teach not only how to work, but the dignity of labor, to become distinctively an aggressive power for and help to non-sectarian Christian civilization of the widest range; to supply a high and many-sided grade of teachers whose work and influence shall be, largely by example, upon the whole of life; to build up manhood and help make good citizens for the country.

The political experience of the Negro has been a great education to him. In spite of his many blunders and unintentional crimes against civilization, he is to-day more of a man than he would have been had he not been a voter. His political like his former, oppressor, is only belittled by his course; and will in the end suffer for it. Reconstruction measures were like a bridge of wood over a river of fire; because of too much political selfishness and greed, and lack of statesmanlike forecast and sound policy. Manhood is best brought out by recognition of it. Citizenship with the common school, is the great developing force in this country. It compels attention to the danger which it creates. There is nothing like faith in men to bring out the manly quality.

In the twenty-five years of co education of both sexes of colored youth, there has been no occasion to regret our policy; the moral record has been marvelous for what has not happened. We have learned to make nothing of the complexion of the skin. Mixture of blood, in our experience, counts for nothing. In fifteen years of co-education of Negro and Indian there has not been a fight or fracas or any ill feeling or bad result that I know of.

The board of Trustees was organized under a liberal state charter granted in 1870. Rev. Dr. Strieby and myself are the only original members still on the board. There have been many changes by death and resignation. No body of men could have

been more loyal to the interests of the school than have been its trustees. Some have been too ready to give up their places to others; there has been no "dead wood" in the board; no useless staying on, but always a high, sometimes too high, sensitiveness on that point. There have been no divided councils, no antagonisms: So in relation with many score of teachers, chiefly ladies, of various temperaments. In the past 25 years, I can recall no serious difficulty or break; not that everybody has been perfectly satisfied, or that all have been completely ideal, but in the past quarter century, there has been a long pull, a strong pull, and a pull all together by our little army of teachers and workers, without a serious break or friction of any account. A reason is that there has been no politics in it all; the spirit of Christian work has been universal. Dogmatic tests have not been applied, for true workers need none. There has been no flinching from severest duty, and a good deal has gone out of some lives into the work. The names of Gen'l J. F. B. Marshall and Mr. F. N. Gilman, our faithful Treasurers, of Misses Mary F. and Charlotte L. Mackie, ex-teachers, who, with others, worked here many years, are embalmed in our school memories and traditions. A few have died in the service, patient devoted young women who wore themselves out by office drudgery. I cannot speak too highly of school graduates who have done office and other school duty with excellent success and tireless devotion.

Our neighbors have been most kind and seem to have no grievance. Whatever there was, was expressed freely in 1886, and settled by a wise and friendly committee of the Virginia Legislature most satisfactorily. This school is most fortunate in its surroundings of well-disposed, kindly people in a great commercial and geographical centre.

I cannot but ask the friends of and contributors to this school to sustain an effort to give to each teacher who shall have done ten years of consecutive work here, a year off for rest—salary to continue meanwhile. If, for instance, salary has been, \$400 and board, the former to continue, but not the latter. The study and observation of those having this vacation, would, in most cases, bring back marked benefit; and their absence strengthen rather than weaken us in the end. This has not been suggested or asked for by anybody; but is it not the right, fair thing to do? We have a number of veteran workers among our teachers. Dr. Waldron and Miss Ludlow first taught here in 1872, the service of the latter has been continuous since then. Dr. Waldron has been Resident Physician since 1881. Miss Sherman, Miss Davis and Miss Folsom have worked here since 1879, the last two with only slight breaks, the first with none. Miss Hyde, head teacher, has been steadily in service since 1877; Miss Richards, head of the Indian School, since 1881. Mr. Albert Howe, Supt. of Industries, is the only one in the school who was at Hampton before I was. He came in 1865, I in March, 1866, having passed every winter in the South since 1862; in continuous active service. Mr. Howe more than any one else, has built up and managed our industrial system; no man could have done better service. Pecuniary considerations have brought no workers here. I think all have felt an ample moral and spiritual recompense—that it "paid,"—and have

been thankful that they had this work to do. This building up of lives is full of inspiration. Whatever vital strength the work may call for in the future, will, I think, be cheerfully supplied. Lives respond much more quickly than money to the needs of a cause like this. Women seem to have more of the spirit of devotion to such work than men; having given most liberally, in the past, of their strength and means.

If further personal reference is pardonable, I will say that I am still a cripple, fit only for partial duty; attending to general routine business; office work, corresponding, faculty meetings, and to boys' discipline; talking to and lecturing students, taking such time for rest and recreation as has seemed wise; working especially upon our complicated industrial system, and making some important changes.

Last year, when I felt called upon to offer my resignation for the good of the school, the Trustees took the kindest and most considerate possible action in the matter. I am ever ready to give my place to a more capable and effective successor. Time may cure my ills as it has like ones; but recovery is slow. I gained much by spending most of last winter in the South. This was made possible by the kind help of friends, coming in a kindly, spontaneous, generous way. In a work like this one cannot be ready to meet by way of prevention and care, the emergencies that come in the line of duty. The "Rainy day" is apt to find one unprepared and almost helpless, but the right thing always happens.

The Rev. Mr. Frissell, Vice Principal, has, this, as last year, carried much of my burden; making calls, holding meetings, organizing working committees, doing Treasurer's duty, besides his regular work. Rev. H. B. Turner, Associate Chaplain, with his excellent lecture and stereopticon views of the school, has made a most effective campaign of education in Northern cities, interesting many people. The appeal to the ear by the Hampton Quartette, whose old time Negro melodies are still effective, together with brief original addresses by Negro and Indian students, and the appeal to the eye through views, have been so telling and satisfactory in results, that I think it important both in winter and summer to hold meetings at the centres of population, wealth and social life, to "educate the public." A series arranged last summer in the White Mountains, New Hampshire, by Mr. Frissell, resulted very well. I must speak with special and grateful appreciation of the work of Committees of ladies and gentlemen of New York City, of Brooklyn, of Boston, Mass. and of the Hampton Clubs in Springfield, Mass., and Orange, N. Y. who, burdened with other social and philanthropic duties, have worked devotedly and successfully for this school, enlarging its circle of friends and helpers, increasing our endowment, and aiding to meet current expenses. None of them have seemed at all weary of this well-doing. This committee work is most helpful: it gives me needed relief and a chance to get well and encouragement to remain at the helm, which I should not do did not the old ship move on. My own vitality depends on that of the school.

It is pleasant to mention not only the work of the "Mary Foote Memorial" Hospital, devoted to our students, and whose supplies, through which many

have been cured and saved to life, are given by friends of Kings' Chapel, Boston, but I am very glad to be able to state that not the poorest, most unfortunate sufferer in this vicinity need be without prompt and excellent relief, free of charge to those unable to pay, through the little "Dixie" Hospital on our grounds, which is for those who need it most. Inspired and pushed by Miss Alice M. Bacon, it has made a noble record of healing, helpful work for whites and Negroes. It is no expense to this school. As a training school for nurses it is self-supporting by nurses' fees; only its buildings and outfit are a charity. As a hospital for needy sufferers it asks and must have help; while its District Visiting Department also requires aid; for the nurses sent out not only give bodily relief, but teach the gospel of cleanliness, proper care, good cooking, and fulfil a high and beautiful ministry to the poor, sick and dying. The co-operation of our white neighbors has been encouraging. They propose to add to and help it: see Miss Bacon's report. I wish to express my belief that few records have been made by any trained Negro youth so telling, far-reaching and satisfactory as that of colored nurse girls who, trained at the Dixie, have, the past two years, taken cases in this region under local physicians, among the best people, who have shown them the highest appreciation, kindness and praise; prejudices don't count. Dixie nurses are indispensable when our teachers are ill, and are frequently called to the Hygeia Hotel and Fort Monroe.

In the large number of necessarily rejected colored girl applicants for admission to this and other schools, I see a field for a great work that should select and train the best of this class in the elements of knowledge, and in the best living; fit them to be nurses, cooks, and to take and fill an important place in the domestic service of our civilization. This is not Hampton's direct work but we touch upon it; teaching the essentials of life and the dignity of labor. Philanthropy and public spirit have here a great field, the extent and importance of which is not realized. They too little appreciate this way of helping our suffering, perplexed housekeepers. Yet the colored girl generally is not eager to fill this exacting service. However, many would enter it were the way opened.

For the past ten years, teachers and students have been called upon, the first week in January, to write me a letter stating frankly and freely whatever criticism or suggestion or change they would make if they were alone responsible for the work in class room, workshop, or for the whole school. The idea has been to get at, draw out, any leak, weakness, unfairness, or basis of grievance within the knowledge or thought of those who are in the inside of things. Improvement and a better spirit have come from this course. Faithful employees can always see a way to do some things better; the humblest may do valuable service by suggestion.

The Trustees have done well to send, from time to time, an expert accountant to inspect our business methods; occasional thorough inspection is the life of an extended organization. Being judiciously, fairly pitched into occasionally, is a good tonic. I am glad that our defective sanitary condition has received such attention from the Trustees. A good system of drainage, to cost over \$7,000.00, has been decided upon.

on, and in part already contracted for; equally important is a costly sea wall on our water front, because of the increasing impurities that float by. No one has yet offered to add to the generous offer of \$5,000.00 for sanitary purposes, made on condition that it should be added to. But \$1,000.00 have been received on that account. Our health record, since 1868, has been remarkably good. Indians generally thrive in this climate as do all who are well cared for; their sick and death rate has steadily improved. But increasing population requires precautions.

I ask your attention to two points of educational policy.

(1) The age at which students should be admitted.

(2) The right method of manual training.

As to the first, I found in the "Christian Union" these words: "Inexorable statistics show that nearly every criminal career begins between fourteen and eighteen years of age." Are we right in admitting Negro and Indian pupils between the ages of seventeen and twenty-two? I think so. One reason is that only the able-bodied and mature, Negroes especially, or those of full strength, can work their way; such are soon able, if of fair brain capacity, not only to work their way in shop and field, but to hold their own in classes. A constant "weeding out" goes on. Many must be dropped as poor material, morally, mentally or physically. Up to eighteen years of age, a youth is like a strong, spirited colt; he feels his strength; has little self-control, if without good home training; and a weak moral sense. Having probably been to school a few terms when a child and seen or felt the advantages of education or a trade, he wishes to be like others. If he really cares to be like the trained men whom he knows, he makes up his mind to have an education, and will work for all he is worth to get it. Before he knows it, he is leading a heroic life; working day and night to improve; protected, developed, saved, by the routine of hard work which he has chosen because he wishes to make something of himself. This applies to both sexes, and to all kinds of people. I prefer to have as pupils those from 17 to 22 years of age, because it is the most formative period; those younger may be more plastic, but don't "stay put" so well. There is too much putty in the early teens. Later there is better mental digestion; more will power; more bodily hardness and more intelligent, decisive, reliable choice of ends; better sticking to things and more staying power. The stronger nature, rightly directed, can accomplish more. The difficulty is to get the right material to work upon. Of whites who enter college, I believe about 40 per cent. fail to remain with the class. By weeding out and dropping, 75 per cent. of our colored pupils fail to continue, yet many return to complete the course.

THE RIGHT METHOD OF MANUAL TRAINING.

A thorough teacher and experienced educator is asked, every year, to inspect and criticize our methods. Prof. Warren of Connecticut, came, saw and reported in part as follows: "I am aware that the labor department here is a growth. I am aware that many circumstances have contributed to make it what it is. I do not suppose that it is the purpose of the Trustees to modify or reduce it in size. At the same time

I take it for granted that you want to know how it impresses one who has not watched its growth, but sees only its operation. This, then, is what I think of it.

"(1). It seems to me that the idea of manual training or even of trade-teaching is fundamentally opposed to money-getting. That where one is the other cannot be. If lumber is to be sold, wheelbarrows offered in the market, skilled labor must be employed, the market must be studied, and every thought centered on making a profit. Or, if not a profit, then as small a loss as possible. All this excludes the teaching of boys, except to that slight degree at which their labor is profitable."

"(2). If, on the other hand, we would make the manual work educational, we must make all our energies bend to that. No thought must be had about the money side of the question; except to prevent waste, which in itself is educational."

"I am aware that many pupils earn their living here and thereby become able later to join the school. I think that this day-working and night-studying is admirable, and if there is no other way in which this branch of the work can be kept up, I should want to think a good while before I took any step looking to its elimination."

"Whether" Mr. Warren says, "the Night School students could not be otherwise employed is a question to which I can give no answer." "You see, I cannot reconcile the idea of manufacturing and the idea of education."

Now, making and selling lumber is our leading industry. We manufacture at the rate of about 25,000 feet per diem or about 7 million feet a year, of yellow pine lumber; selling it in local and Northern markets. In the "Huntington Industrial Works" are 55 young men working their way, taking lessons in drawing and the use of tools, making various kinds of building material, learning how to use as perfect wood-working machinery as can be got. Machinery, materialized brain, has come South to stay and to spread broadly. The Negro must learn to use it, be educated to it, even at a risk of accident, or get behind; he is well adapted to it; he makes an excellent tradesman. Student labor, used in manufacturing, is at a serious disadvantage. It should be employed, as far as possible, in piece work, under wise, careful, business-like foremen, who shall select, discipline and train them. There are many capable colored young men seeking trades, but we must select apprentices more carefully than heretofore. Hundreds apply, but few are just right. Our missionary department brings some of our best material; through it we should get the best.

Careful account keeping is at the bottom of successful school or any industries. Each foreman or manager must know just where he is, whether losing or gaining. Our plan of weekly report, that might become daily, is helpful. Account of stock taken twice a year keeps things clear. The idea of self-help can be carried out only by productive industries. Honestly giving value for value, labor becomes a stepping stone, a ladder to education, to all higher things, to success, manhood and character. Thus it becomes the moral force that it ought to be, for only as a moral uplifting force do I advocate such an ex-

tensive industrial system as ours, which, rightly carried out, may do incalculable moral good.

Self-made men have become so by being useful; by doing that for which there is a need, a demand. Ten hours a day for three years in one of our workshops, with constant evening study, followed by two years in our Normal class (two years of night study making one year of the Normal course) gives a good education and a fairly complete mental, manual and moral outfit.

Look into the workshops; see the skilled mechanic, with student assistants, making articles by the piece, at a fixed price, sold at an advance to a clamorous market. Examine the account book. It will show serious losses in previous years. That is now changed by new management and better outfit: Work is done only by the piece; small chance for waste or loss. The careless apprentice is "hustled" out, a new one put in his place, and after a few months' training earns wages enough to pay for his board, books and clothing; learns thrift, economy and a trade; is educated; can soon do as well as the skilled man at whose side he works. The foreman, or "boss", is chiefly concerned to see that the work is well done (else it is thrown back), that the boy has proper attention, and knows the reasons of things.

In a well-organized shop the great difficulty is to get the right "boss", under whom reasonable profit is assured with well selected students. We are trying to have ideal workshops; but ours are yet far from perfect. Give us the needed time and backing. Who can, even with ample "plant", manufacture without working capital? This has not been supplied. Do not expect us to make bricks without straw.

Shall our present system of combining instruction with production as of equal importance, be developed into its best possible condition? If not, we must face disaster. I believe the true policy is to make our productive manual training system as perfect as possible. The leading idea is to make men rather than to make money. In well-organized shops, with evening study, we can make men. The hope of the working class of our day is in evening study.

I ask your attention to the following reports, printed and in manuscript, which give the details of each branch of industry. Not all are doing very well. None are in really bad or hopeless shape. There have been, the past year, some changes and some marked improvement. Farming is full of uncertainties here as elsewhere. Our lumber business under somewhat changed management has had a hard time but is gaining and hopeful. It will become a crushing load or it will help lift this work. The Pierce Machine Shop with new management, some new outfit, and ably pushed, has a bright outlook, but needs an extension to meet its growing business, to cost \$2,250.00. Its field is great: making carts, trucks, wheel-barrows, farming implements, etc. for home and foreign markets, through a large Baltimore house. Our Girls' Industrial Department has made the best showing. Colored girls should have all possible chance.

Through the generosity of a recent lady visitor, a new and much needed greenhouse will soon be erected, and our girls have more lessons in floriculture than ever. This will tell on home life and character, as knowledge and ideas of beauty are spread. The best thing education can do is to help build up home

life. Our girls' gardening this year, under Mrs. Goodrich, is very satisfactory.

By these methods, pursued for many years, we have been able to supply foremen and managers of industrial departments in institutions for colored people in the South. We have sent some thirty competent industrial "bosses" to Alabama, Florida and Kentucky. A complete set of colored heads, academic and industrial, has been spoken for, for a North Carolina School. I have great respect for and faith in technical instruction in the use of tools, in which production is wholly secondary, where things are made to illustrate a principle and which has no value except to the student. This should begin with "Sloyd" work in primary classes. We have, thanks to the Slater Fund, a Technical Carpentry Shop in which every trade boy has lessons in drawing. Though fairly well appointed now, we will perfect it so far as possible. We have one such shop in which girls are taught with great advantage and satisfaction.

Both primary, ("the Sloyd") and higher grades are desirable. Still, I think, the best manual drill, education and instruction in business-like ways are given in regular workshops, by making that which somebody wants, even in the fierce competition of markets which we have felt. This we here are trying to do. It is a hard struggle; the hardest of my life.

I hope to have time, strength and the means provided to see it through to a solid basis. I think we are on the way to that point: shall we not fight it out, no matter who or what is used up in the effort?

The Work Of The Year.

For an account of the year's work in the Normal, Whittier and Night Schools, see report of Miss Hyde, head teacher, and of Miss Richards, head of Indian school, below, which show marked progress; better work than ever. See also report of Miss Clark, Lady Principal, whose special field is our school girls, and household economy: I ask attention to recommendations, especially the need of a new kitchen, the present one causing wear and waste, which we cannot afford.

During the past quarter century both sexes of the colored race have been educated together in this and many other institutions without, here at least, any serious trouble from the association.

No one anywhere has found or made any vital objection to the policy. The most remarkable part of it is what has not happened. This is a surprise, and an evidence of the good quality of our Negro student material.

For further account of the year's work see the following printed below:

Report on Academic Work, by Miss J. E. Davis,
Review of Industries by Miss Annie B. Scoville,
Report on Instruction in Agriculture by Mr.
C. L. Goodrich and Mr. John S. West,

The Social Life of Students, by Miss Edith
Armstrong,

Record of Graduates, by Miss Cleaveland, graduates' correspondent and of reading matter distributed, by Miss A. L. Bellows.

Report on Library, by Miss L. E. Herron, Librarian,

Health Report, by Dr. M. M. Waldron, Resident Physician,

Department of Discipline and Military Drill by
Capt. R. R. Moton, in charge.

On Religious and Missionary Work, by Rev.
H. B. Turner, Associate Chaplain,

The following reports are presented in manuscript for reference to and action upon by the Committees; to all of which I ask careful consideration; all but the first are summarized in Miss Scoville's Review of Industries. They are to be returned and completed up to July 1st.

F. C. Briggs, Business Agent, Purchases, etc.
with account of boys' Holly Tree Inn.

Reports on boys' work department, Negroes
and Indians mingled, under the immediate and
general direction of Mr. Albert Howe, Supt. of
Industries, as follows; made by those in charge.

Home Farm, 125 Acres, Albert Howe, Manager,
and Hemenway Farm, 580 Acres, $4\frac{1}{2}$ miles distant,
John S. West, Manager, with Shellbanks Industrial
Home in charge of Miss A. E. Clapp,

Farm Shops, (Wheelwright and Blacksmith)
Albert Howe, Manager.

Huntington Industrial Works, Saw mill, planing
and wood-working shops employing 55 students,
H. S. Thompson Manager,

Huntington Works Annex, Technical Department;
Classes in drawing and carpentry, F. L. Small
in charge.

Primary Instruction in carpentry, Miss Parke in
charge.

Blacksmithing, Geo. W. King, in charge.

Carpenter Repair Shop, John Sugden in charge.

Pierce Machine Shop, Carts, Trucks, Wheelbarrows,
and Agricultural implements made, G. W.
King in charge.

Steam, Gas, and Water Works, G. Vaiden in
charge.

Printing Office, C. W. Betts in charge.

Knitting Shop, Edward Jones in charge.

Tin Shop, W. S. Baker in charge.

Shoe Shop, John E. Smith in charge.

Paint Shop, J. F. La Crosse in charge.

Harness Shop, Wm. Gaddis in charge.

DEPARTMENT OF GIRLS' WORK, UNDER THE SUPER-

VISION OF THE LADY PRINCIPAL.

Students' Boarding Department (Cooking done
by boys) Report by Mrs. Titlow in charge.

Teachers' and Students' Laundries, Report by
Miss Woodward and Miss Howland, in charge.

Teacher's Home (cooks, helpers and waiters, all
boys) Report by Mrs. Andrus, Matron, Miss
Blodget, Asst. Matron.

Girls' Industrial Department; Tailoring, Shirt
and Dress-making; manufacture of underwear,
etc., Report by Miss Galpin, in charge,
Miss Forsythe, Teacher of Dressmaking.

Winona Lodge, Indian Girls' Housework and
Sewing, Miss Helen Townsend and Miss Vincentine Booth in charge.

Special Diet, Miss Judson in charge.

In this great quantity of reports will be found, I
think, evidence of care and devotion on the part of
managers and heads of departments. The more the
Trustees can individually inspect the work of each

one, the better it will be. I hope each Trustee will
make it a point to visit the school during the school
term from October till June for at least two days; to
inspect and advise.

Thanks to the generous, prompt action of the
Trustees, a liberal sum, increased by the proceeds of
a concert given in New York City, was raised to help
our exhibit at the World's Fair in Chicago, which, under
the supervision of a teacher, Miss Cora M. Folsom
is, I think, creditable and effective, and will do good.
It was wise to push the matter as has been done.
I was unable, from absence, to do anything about
it, but all has gone well. The aborigines of America
and the forcibly imported natives of Africa furnish
a singularly tragic chapter in American life, unique
in the history of the world; and have given this country
a most serious problem, one that has baffled its
legislators, but which has been wisely, nobly and
hopefully taken up by our Christian people; to meet
and settle which the Christian devotion and spirit of
the country is rising generously and grandly. Emancipated
Afro-Americans and Christianized Indian citizens are
our greatest national glory.

Respectfully submitted, in the hope that, at the
end of the next Twenty-five years of work of the
Hampton Institute, it will, under God's blessing, have
attained a much more perfect development than it
has reached, and have sent out several hundred more
earnest workers into the wide field whose needs and
claims are second to none that appeal to those who
love to spend and be spent for God and country.

S. C. ARMSTRONG,
Principal.

Report on Academic Work.

Including Normal Department, Night School Department
and Whittier Primary School.

In October, 1892, the Normal School began on its 25th
years' work. The present Senior Class will be the 23rd to
graduate.

In the first catalogue of the School, 1870-'71, I find the
following enrollment:

NORMAL SCHOOL GIRLS.		BOYS.	
Senior Class,	5	Senior Class,	16
Middle Class,	12	Middle Class,	21
Junior Class,	15	Junior Class,	18
	32		55

Total 87.

The catalogue for the present year, 1892-'93, will show
the enrollment as follows:

NORMAL SCHOOL.

COL. GIRLS.		IND. GIRLS.	
Seniors,	16	Seniors,	0
Middlers,	46	Middlers,	8
Juniors,	49	Juniors,	8
Intermediates,	18	Intermediates,	0
COL.—BOYS		IND. BOYS.	
Seniors,	19	Seniors,	2
Middlers,	28	Middlers,	11
Juniors,	50	Juniors,	21
Intermediates,	20	Intermediates,	0
Total	286		50

In the fall of 1879 our Night School came into existence
with Mr. Booker T. Washington as Principal.

No. of students, all boys, 36.

Night School census for the present year:

BOYS.		GIRLS.	
Middlers,	19	Middlers,	0
Juniors,	52	Juniors,	15
Preparatories,	151	Preparatories,	68
1 Indian Boy.	—	1 Indian Girl.	—
Total.	222		83
	305		

In April, 1878, came our first party of Indian students, 17 Indian braves released from a three years' captivity in Fort Marion, St. Augustine, Florida.

Indian census for 1892-'93 :

Girls 45. Boys 90. Total 135

Going still further back, to the year of 1863, we find thousands of contrabands of war flocking to the peninsula, and Gen. Butler writing up to Washington to know what should be done with them, "Build them a school house and send them to school," was the answer. No sooner said than done. The Butler School, a great wooden building in the shape of a Greek cross, soon held a motley crew of old men, young men, old women, young women, children and babies, eager to avail themselves of the wonderful privilege of initiation into the mysteries of reading, writing and spelling.

A contrast to the old Butler with its lack of conveniences is the present Whittier School, on the same site, with all the modern improvements in school rooms, desks, blackboards and school room apparatus; the whole, the gift of Mrs. Daniel McWilliams of Brooklyn, New York. As great a contrast as the two buildings, are the pictures we have in memory and present sight; on the one hand of a thousand men, women, and children full of earnestness and eagerness to get what they had hitherto been deprived of, on the other hand the picture of 260 children of the ordinary school age, enjoying the privileges to be found in a modern primary school, but lacking, alas, the appreciation and intense earnestness of their less favored mothers and fathers.

The Whittier School is improving in the tone and scholarship of its pupils. The highest grade has been considerably raised this year.

I would speak most highly of the results of Miss Howes' work in gymnastics. One who had seen the first classes of inattentive, restless, awkward and indifferent children would hardly believe his eyes, as he now looks upon the same classes of orderly, interested and attentive children, and note the improvement in carriage and general bearing.

The drawing for the year has been under the care of Miss P. F. Pond, a graduate of the Boston Normal Art School. Miss Pond has also had charge of the free hand drawing in the Night School and in the Normal School, thus unifying the work in drawing in the three schools.

The Cooking School, under Miss Hattie Howe, has seen an unusually successful year. Generous responses to appeals for help have made it possible for us to have an extra number of classes and to give all the older girls a chance to cook. Although the cooking course is voluntary, but very few of the girls have failed to avail themselves of the opportunity of joining the classes.

The fine large kitchen has been used this year, as last, for afternoon teas and mothers' meetings. I have been much pleased with the way the parents have responded to the invitations, as it has given me the only chance possible now, of meeting with them and talking over the children.

Miss Susan Showers, in charge of the school for the year, has done a great deal of visiting in the homes of the children, while the teachers of the different rooms have been responsible for looking up and calling upon their own children.

One of the most important additions to the Whittier this year, has been the introduction of the Kindergarten, under Miss Emily Viets, of the New Britain, Conn. Normal School.

The Kindergarten is a success, not only for what it does for the children but for what it is doing for the parents who visit it, and for the object lesson it furnishes to the members of the graduating class, who have observed in the room as a part of their normal training.

Besides her Kindergarten work, Miss Viets has given lessons in "Sloyd" to half a dozen of the smaller Indian boys at the Normal School. I most sincerely wish that the Sloyd system might be introduced at the Whittier another year and that all the older boys and girls might be instructed in the use of tools.

Night School.

As this is my first year in charge of the Night School, it has been one of study, rather than of suggestion.

The study has been an interesting one. We admitted this year 112 new boys and 84 new girls. Although each year shows improvement in the scholarship of new students, they are still but poorly prepared to enter the school.

The mass of material goes into the preparatory grades, where it receives instruction in the elements of language, reading, writing and spelling. From the city schools we receive some few who are able to enter the Junior class of

the Night School, while in the Middle class for this year we find two young men who have come to us from other schools.

Our Night School consists of two classes of students; one working for one year and expecting to enter the Day School the next; the other class, trade boys who expect to work at their trades three years or more.

How to arrange the Academic work so as to give the trades' boys the best, and most practical and most business like an education, is a problem over which we are now working most earnestly and which we hope to be able to solve in a satisfactory manner before the beginning of another year.

Perhaps the most important step taken this year, in connection with our Academic work, has been an attempt to unify and "dovetail" the work of the different schools. All but one of the Night School teachers have taught in the Day School also; while, of our 22 Normal Day School teachers, 13 have taught in the Night School as well. Two of the teachers in the Indian Preparatory School (See Miss J. E. Richard's report of same) have been numbered in the corps of Night School teachers also.

The value of this interchange of teachers has been apparent in both schools, and has been felt by both teachers and pupils.

In connection with Night School work, I want to speak of the introduction of the electric light into the two assembly rooms of Academic Hall; it has not only improved the study hour rooms but has given us more force of gas throughout the rest of the building.

I should also like to speak of the satisfactory condition of the steam in both the Academic and the Science Building.

In summing up my report on the work of the Night School for this year, I will mention the following points as showing objects aimed at this term.

1. A more careful weeding out of poor material.
2. A raising of the standard in reading, writing, arithmetic and spelling.
3. Longer recitations of an evening; fewer of them; the apportioning of a certain amount of time for study hour.
4. Placing the preparatory classes under one teacher instead of four.
5. A following up of students at their work and attempting to work in knowledge and in sympathy with the teachers of the industries.
6. A more perfect unity; correlation of work of all the schools, by an interchange of teachers.

Normal School.

In reporting on the work of the Normal School for the year, there seems little to mark it from that of last year.

Our lower classes being made up almost entirely of students from the Night School, there is no drudgery of examinations to be gone through with. After the first few days, therefore, we are usually in good running order. This is in strong contrast to the mass of brand new material which must be examined and classified before we can settle down to routine work.

The only change in the course of study for the year is the introduction of Rhetoric into the Senior year.

For further particulars as to our course of instruction, let me refer you to the report of Miss Jane E. Davis, in charge of the Science work in our schools.

The singing classes in all the schools have done excellent work in reading music, under Miss Bessie Cleaveland, assisted in the Whittier and in the Night School by Miss Edith Armstrong.

The free hand drawing classes under Miss Pond and the mechanical drawing under Mr. F. L. Small, in charge of one of the technical shops, have shown good results.

All the trades boys have been under Mr. Small's care. The object of the work has been to give such instruction in mechanical drawing as may be applied to the different trades and to teach the pupils to apply the instruction; to teach pupils to be able to read and construct working models. Many of the foremen of the shops report favorably of the work in mechanical drawing as seen in its effect upon the boys in their trades.

The gymnastics have been taught this year by Miss Grace Howes. She has had the girls of the four Junior classes and the Intermediate girls. Miss Howes' work has been thoroughly satisfactory, both with the Normal girls and the Whittier children.

One of the most important and most appreciated steps taken this year, has been the organization of all the Day School boys, excepting the Senior boys, into agriculture classes, taught by Mr. Geo. West, in charge of the Hemenway farm, and Mr. C. L. Goodrich, in charge of the Greenhouse.

Many of the boys have spoken appreciatively of the work which returned students, who have been out teaching

for a year, speak of the great need of a knowledge of agriculture, both for their own sakes and for what they may be able to do for the farmers among whom they live.

I am more than ever impressed with the idea that the education we are giving our students is to be successful in proportion as the ideas of getting and giving go hand in hand.

The one reason why the year out at teaching, which comes at the close of the middle term, does more for a Senior than one extra year added to the course of instruction, is to be traced back to this principle, and the Senior class has shown its appreciation of the principle by choosing for its class motto "Receive to Give."

Those of our students who have disappointed us have invariably been those who have left out the idea of giving and have either learned their trades for the sake of the trade and the money it will bring them or received their education with the one idea of benefiting themselves. The Normal idea of the school must be kept strongly in the minds of the pupils, trades boys as well as Normal School students.

In closing my report I want to speak most earnestly and appreciatively of the work of the Academic teachers, whose attention, earnestness, unselfishness, loyalty and unity of purpose have made possible any element of success which the year may have brought us.

I call your attention to the figures below, showing the year's census of the four schools as follows:

NORMAL SCHOOL.

Colored girls,	129 ;	Colored boys,	117
Indian "	16 ;	Indian "	31
Russian	1 ;		

NIGHT SCHOOL.

Colored girls,	83 ;	Colored boys,	222
Indian "	1 ;	Indian "	1

INDIAN SCHOOL.

Girls,	29 ;	Boys,	59
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WHITTIER SCHOOL.

Girls,	136 ;	Boys,	129
	395 ;		559

Total, 954.

E. HYDE.

Indian School.

Our enrolment of Indians for the present school year has been 135; viz., 45 girls and 90 boys. This does not include a party of ten who returned to the West the first of November, nor a graduate who was here for a time in the fall. It is also exclusive of four graduates, three girls and one boy, pursuing their studies in Northern schools, yet still under the care and supervision of Hampton.

The tribes represented have been as follows:—

Sioux	35	Shawnee	1	Penobscot	2
Oneida, Wis.	49	Seneca, I. T.	2	Micmac	1
Piegant, Mont	1	Oneida, N. Y.	9		
Winnebago	5	Onondaga	4		
Omaha	4	Seneca, N. Y.	13		
Pottawatomie	1	Cayuga	1		
Otoe	2	Tuscarora	1		
Sac & Fox	1	Shinnecock	3		

The health record, as will be seen from Dr. Waldron's report, has been remarkably good. No death has occurred during term time, but in the summer vacation a Crow Creek boy died at the school, and a Santee girl, who had been in a pleasant home at the North for over a year, was suddenly taken ill and died there.

Sixty-six of our Indians were scattered in different places last summer, not only among the Berkshire hills, but in other parts of New England and New York. The "outings" were unusually successful, and a still larger number will probably be at the North this summer.

Miss Snow arrived with her party of 26 from the New York Reservations Sept. 21st and was soon followed by Mr. Gravatt with 20 from Dakota, Nebraska and Wisconsin.

As time goes on, the term "Indian Department" seems, in a measure, to lose its significance. Less and less do our Indian pupils have to be treated as a "peculiar people." More and more they are able to stand shoulder to shoulder, in study and in work, with civilized, English-speaking youth of other races.

The striking contrast between the parties of to-day, and those of twelve or fourteen years ago, is of course largely due to the fact that so many have come of late from reser-

vations in close contact with civilization, yet the progress of the more easterly tribes serves as an object lesson to show what those farther west may soon reach. Already we see boys from the very same camps and Agencies that once sent out long-haired, blanket Indians, coming to us in citizens' clothes and with a good start in English and the three "R's." These speak for themselves of the change that has been wrought at their own homes.

Fifty Indians have been in the Normal School, while a large proportion of those in the Indian School proper have been taking up the Junior studies, though very slowly and with a vast amount of explanation and repetition. The plan, so successfully carried out this year in the Night School, of having the same teachers, when possible, in Normal and Night classes, is to be tried to some extent with the Indian classes next year, thus bringing teachers and pupils more fully into the swing and current of the regular school, and also, it is hoped, making the Indians feel less shy and ill at ease when they attain to the dignity of Juniors.

Our Advanced class this year has not only been unusually large, but especially wide awake and responsive. A most encouraging sign of progress on the part of the scholars has been the greater willingness to stand their ground in the face of difficulties and to try again even after failure, a particularly hard thing for Indian pride and sensitiveness. They have been more ready also not only to answer but to ask questions, thoughtful questions too, as when an Oneida boy, studying about Columbus and the conjectures of the natives touching his ships and sailors, inquired of his teachers, "How could the Spaniards know what the Indians thought about them?"

Besides the two sections of the all-day Advanced class there have been three divisions working half a day and attending school the other half.

The year has brought comparatively little change in studies or methods, but we give the following summary of those pursued.

ENGLISH.

"First Lessons in English" by Southworth and Goddard has been used in several language classes, while the aim has been to push the use of complete, correct sentences, whether in speaking or writing, all along the line, in whatever study. Written questions in geography, history and physiology, the transposition of poetry into prose, the reproduction of stories, the writing of letters and exercises in dictation, all these have been put in play to train pen and tongue. Much interest was awakened by the receipt of a budget of letters from the pupils of the Lincoln school of Brookline, Mass. describing their own school life, with the request that these letters be answered by our Indians. The Indian candidates for the Normal School are now expected to pass a special examination in "talking" before they are admitted as Juniors.

ARITHMETIC.

Drill in fractional parts, measures and United States money is now given to our beginners. Scholars who have worked up through the lower grades are therefore prepared, on reaching the Advanced class, to go over the ground in fractions, decimals and compound numbers required for the Junior examination. Sheldon's Arithmetic and the Popular Educator No. 1 have been the text books used. Original illustrations of arithmetical problems have been very helpful, and with the beginners especially, drawing has held a prominent place in this branch of study.

READING.

The chief aim in the reading classes has been to develop thought; to train the pupils to understand themselves what they read, and to convey it in a simple, natural way to others. Indians are apt to speak with almost closed lips, and some of our sounds, "th" for instance, are very difficult for them to acquire. Much drill in elocution is needed. To help in securing clear enunciation from both races it has been suggested that some teacher in her summer vacation should especially study up the "visible speech" methods used in training deaf-mutes. Davis', Barnes' and Harper's readers, the Normal Course, the Story of the Bible and a primer of English history have been used.

GEOGRAPHY.

Niles' Advanced Geography, Butler's and Swinton's Introductory, have been the text books in this branch. Some of the scholars have found themselves beyond their depth however in the more difficult of these, and experience seems to prove that a simple Geographical Reader's such as King's, which was used early in the term, is really best suited to the needs of most of our students. Globes, maps, moulding boards, pictures and vivid descriptions of places must of course fill in any book outline.

HISTORY.

"The Beginner's American History" by Montgomery has proved a charming book for supplementary reading in our history classes where Quackenbos's Primary United States History is still retained. Stories from "Grandfather's Chair," the Boys of '76 and other works, help the teacher to make real to her pupils the scenes of other days. Many of our Indians never get beyond the Indian School. It is particularly desirable for these that their horizon should be enlarged, and a taste for reading cultivated, by such a study as history. Moreover, recitations in this branch, free from technical terms and involved ideas, furnish capital scope for language work.

PHYSIOLOGY.

This branch has been taken up more fully than heretofore. The text book used in the higher section of the Advanced class has been "Our Bodies and How we Live" by Blaisdell. After studying the lesson in the book, the scholars have told in their own words the thoughts they have succeeded in getting out of its paragraphs, holding the actual specimens in their hands, as far as possible, while talking about them. Their teacher says, — "The Indian has none of the shrinking natural to some students in handling bones and studying specimens from the meat house, but enters into the investigation in a philosophical manner, as though the organ in question were a complicated piece of machinery which he was allowed to investigate. Curiosity is a prominent trait in Indian character, and nothing pleases him better than to see how things are put together, and why this way is better than some other he may have in mind." The lower section has used no book, but "has taken topics from the board, giving an oral recitation the next day, and when the subject was finished, writing out an account of what they had learned. Some quite excellent drawing of skulls, skeletons, hearts, etc., testify to their closeness of observation and attention to the objects and charts placed before them." One of the Indian boys gave as his opinion that, "Physiology is a much useful study for us Indians; once my people know nothing of body or soul, now the missionaries show them about soul, but they have yet to learn of *body*."

WRITING.

The formation of a good hand has been aided by double-lined paper and by exercises with slants, square lined paper, and letters drawn upon the black board.

Decided improvement has been made.

SINGING.

Under Miss Cleaveland's instruction gratifying progress has been made in singing by note, and in learning new airs. she has found her Indian classes remarkably quick in giving correct tones, even if the voices lack the richness and sweetness of the colored students'.

Miss Edith Armstrong has kindly given the Indian girls Swedish Gymnastics twice a week.

WINONA.

The matron at Winona is able to give a good report of the care taken by the girls of their own rooms and the performance of their daily tasks in keeping the big building in order. The work, in the main, has been done promptly and cheerfully, and when a girl has been sick, and her share of sweeping or scrubbing must fall upon some one else, the needed hands have usually been ready to take up the extra burden. The Winona dining room, which takes the overflow of girls from Virginia Hall, is a cheerful, cosy little room, and gives opportunity for lessons in setting the table, dish washing, care of sick, etc. Its quietness and homelikeness are much appreciated by some of the girls, who quite dread to give it up for the stir and bustle of the large hall.

The cooking class, as will be seen from Miss Scoville's report on Industries, gives practice in the culinary art, while the Housekeeping Cottage still further reinforces the training of the girls for future home life. Here they learn how to make a little go a long way. It requires some planning and thoughtful economy to stretch their allowance of fifty cents a week for four girls (with milk and flour thrown in) to cover four suppers. Yet they have succeeded in getting up simple, wholesome little teas, and have often done the honors of the Cottage to an invited guest. Some of them have gained experience in cooking in summer homes at the North. The Christmas supper at Winona this year and the Lend a Hand sale in the spring were supplied with delicious cake made by some of these young housekeepers.

The School Exhibit at Chicago will show some creditable specimens of Indian girls' handiwork from the Technical

Shop, as also specimens of their skill in sewing, not only samples of darning, patching, buttonholing, overhanding etc. but a pretty gingham dress for a grown person, and a very dainty set of baby clothes made and embroidered by their deft fingers. Mrs. Seymour finds them very apt in cutting, fitting and making over dresses in the Sewing Room, as they copy in gingham or flannel some new cut of skirt or sleeve caught perhaps with quick eye from a visitor passing through class room or dining room.

The Laundry, so long in charge of Miss Washington, who is now assisting in the Calhoun School, has this year been superintended by Miss Booth, formerly a teacher at Carlisle, and later one of the pioneer workers among the Apache prisoners at Mt. Vernon. Special effort has been made to teach the girls promptness, system and dispatch in their performance of the work in this department. That all the washing might be finished up on Monday there has been need of "close connections," an hour and a half being allowed each squad of ten girls. In the ironing laundry some book shelves and other touches have been added, suggestive of the idea that a kitchen or other work room may be something more, and that a book may be caught up while waiting for irons to heat or to cool, or in leisure moments when one's task is done.

THE WIGWAM.

Miss Semple and Mr. Gleason have both noted a growing spirit of manliness and courtesy among the boys the past year.

They have taken high ground in regard to English speaking, and through their own Council have imposed fines, quite heavy considering their limited sources of income, for indulgence in Indian. Speakers appointed by themselves have given brief talks once a week on points of morals and manners, and matters pertaining to their own building, their Company in the Battalion, or to school life in general. Their Sunday evening "Sings" in the Assembly Room of the Wigwam, under Miss Edith Armstrong's direction, have been pleasant and homelike.

Much interest has been shown this year in their studies, and also among the older boys in the questions of the day, as they have kept up with these by reading magazines and newspapers, studying the bulletin board at Academic, and listening to the news budget as given in the opening exercises. Their occasional Saturday evening debates have been entered into with no little zest and enthusiasm.

Gen. Armstrong's illness has seemed to awaken a fresh sense of indebtedness to him, of loyalty to the school and of pride in its work.

The Christian Endeavor Society has greatly helped some of its members to express their thoughts and to lead their meetings with a certain quiet dignity.

The Sunday School under Mr. Gravatt's charge has seemed of especial interest and helpfulness the past year, as is also the Thursday evening meetings held at Winona by Mr. Frissell, Mr. Turner and Mr. Gravatt. In not a few instances we trust there has been a deepening and strengthening of Christian life among these boys and girls.

While retaining to the full our interest in the education of the Western Indians we concur heartily in the wisdom of Gen. Morgan's plan of giving a broader chance than hitherto to the New York tribes, and are glad to open the doors of Hampton to them, and also to the Indians of Maine, from which state we have a small, but very promising, contingent. These last receive no aid from Government, and two of the Oldtown boys admitted this year are making a brave struggle to do what they can to support themselves while pursuing their studies.

Many of those coming from the New York Reservations are also accustomed to hard work and to self-support, and are among our most earnest students. They know enough to realize the value of more knowledge, and to crave that training of hand and head which will better equip them for the battle of life.

A story now coming out in a popular magazine gives a graphic sketch of the ancient Iroquois and their prowess; they "the masters of the forests as the Sioux were of the plains." These old-time enemies now meet peacefully in the halls of Hampton. That the eagerness once shown on the trail can be directed to the pursuit of higher things is illustrated by the following extract from a letter written by a descendant of these same Iroquois, now a member of our Pastor's class, to his scholarship friends at the North.

"I used to sat up studying until twelve o'clock and chop fire wood in the morning until school time and do the same after school. Since that time I have been able to read, figure and write little. Year later I started a little store on our reservation and that gave me more chance to write and figure etc. After four years I got very interested about Sunday School lessons, and I purchased Henry's Commentary

of the whole Bible. More I read the Bible more I like it and more education I need it. Finally I got the idea to preach the Gospel or study ministers."

JOSEPHINE E. RICHARDS.

Colored Girls' Department.

The colored girls in the Boarding Department this year have numbered 212, of whom 129, a smaller number than last year, are in the Normal, and 83, a larger number than last year, are in the Night School. At the present date, 44 have dropped out for various reasons; 10 for sickness, 11 of their own accord, 16 for poor scholarship, 6 as unsatisfactory in work and character; and there has been 1 death.

All reported promptly when school opened Oct. 1st, and were accommodated in Virginia Hall and the Cottage. The buildings were overcrowded, as is usual, but the "weeding out," and the opening in November of the new domestic science building, the "Abby May Home," relieved the pressure and made living more comfortable. The constant contact of the girls with the teachers, in the classroom, in the circles of "tens" and in the home life, very soon produced a marked change in the whole bearing of the new students, and it was not long before they and the old ones became very good friends. On every corridor a teacher is in charge, and this year an additional duty has been very cheerfully undertaken by her. I refer to the putting out of lights, seeing that the girls are properly in bed, and arranging the windows for good ventilation during the night. It is a decided step in advance, in the education and civilization of our girls, and the results are very gratifying.

Every girl's room in Virginia Hall is supplied with a movable wardrobe, part of the original furniture of the building put in nearly twenty years ago. As many of these are out of repair, besides being too small for the use of the threes and fours in a room, I suggest that gradually they be replaced by such as are built in the rooms of the Cottage. Greater cleanliness and neatness will be the result, besides doing away with the present overcrowded condition.

Some of the girls are employed in the Sewing, Tailoring and Dressmaking Department. Each year there are more and more applicants for the trades of tailoring and dressmaking, and it is proposed another year to extend the latter trade to two years, and require the girls to take a competitive examination to enter either of them.

A large number of girls are employed in the laundries. The work done in the Students' Laundry this year has been more satisfactory than ever before. Clothes are washed cleaner and fewer losses are reported. There has been more careful personal supervision of the work, less waste of material used, and the instruction has been more systematic. The Laundry has had to work under many disadvantages, however, from lack of steam and from badly adjusted machinery, and the wear and tear, in consequence, to those employed has been more than it ought to have been. But the matter is in hand, and will, no doubt, be remedied.

Lessons in cooking and carpentry are given to the Normal School girls of the Middle class; two lessons each week for a half year is the time devoted to each subject. An evening sewing class for the Junior and Middle girls on the evening before their work day, was started in the middle of the winter, but as the classes proved to be too large to handle, the Juniors were dropped out. Next year they will be continued, but with the Junior girls, as that is where they are most needed. All the cooking and sewing classes are held in the new Domestic Science building, which is admirably adapted for the purpose. But that is by no means all that is done there. A class of from eight to twelve girls from the Work Department live in the building, and, for several months, are occupied in learning all the branches of domestic life, including cooking, laundry work, chamber-work and plain sewing. Its object is not to train girls to send north as servants as has been erroneously supposed, though some of them do seek employment in that way, and honest self-support is always encouraged, but to extend the principles of normal training in that line of work, and to fit our girls to make comfortable, neat homes, and to give a higher moral tone to their lives. This being the first year, the course has been more or less experimental, but it is capable of large possibilities, and another year will show greater results.

Gardening is taught to a class of girls from the Work Department. They devote some of their spare time after work hours to the preparing of beds and the cultivation of common garden plants. In April the work was started, and consisted of seed planting and propagating from cuttings in the greenhouse, preparatory to setting out when the weather permitted.

I would like to call especial attention to a very much needed improvement in the kitchen arrangements. They are at present located in the basement of Virginia Hall, are several feet underground, and the ceilings are very low. The strongest and best men are required to do the cooking and baking for our very large family of nearly eight hundred people, and the hours of labor are long. Most of the cooking is done by steam and there is of necessity an accumulation of it in the rooms. The low ceilings and bad ventilation do not allow it to pass off, thus rendering it a damp and unwholesome place of work and all the bad smells from cooking pass up through the building. There is great need for the construction of a large, airy, well-lighted and well ventilated place in which to do the work of so important a department, and as the health of the workers there is affected by the unwholesomeness of the place, it is hoped that some remedy for it may soon come.

There has been an excellent spirit among the girls during the year and very few cases of discipline have occurred, and as there has been comparatively little sickness, no serious inroads have been made in either lessons or work.

ELIZABETH CLARK,
Lady Principal.

Normal School Class Work.

The work of the Normal School has been similar to that of last year. The attempt to increase the student's mental power by teaching him to observe carefully, to concentrate his thought, and to reason to correct conclusions, has been continued. The teachers of the Senior Class have been led to feel that the standard in reading, writing, and spelling must be raised, and more attention has therefore been paid to these subjects in all the classes.

READING.

Owing to their faulty articulation, and limited vocabulary, oral reading is difficult for most of our students when they enter the preparatory classes. Careful attention is therefore given throughout the course to physical and vocal drill, the ends in view being correct positions in standing and sitting, and distinct speaking.

"Nothing has forwarded the work in articulation so much as the repetition of fine selections which have been committed to memory. Nothing is said concerning emphasis or inflexion; the direction is 'Find out what the passage means: give the class the thought.' This work has awakened great interest. The classes repeat, with evident appreciation and enjoyment, passages from many of the best English and American writers."

Besides Eggleston's First Book in History and Stories from English History, the Juniors read the simpler poems of our American authors, being held responsible for the meaning of each passage as well as for the word pictures, allusions, and unfamiliar words.

In the Middle year are read the longer works of our American poets. The Legend of Sleepy Hollow, Sketches by Charles Dudley Warner, and by Burroughs, The Merchant of Venice, and English History.

The Seniors have this year divided the time between English and American Literature, but as American authors are now read by the lower classes, the Seniors will hereafter devote the entire year to the study of English writers. Compositions are required from all the classes in connection with their reading, and they write in literature note-books the outlines of authors' lives as well as many selections from their works.

Occasion for reading outside of the regular course are found in the celebration of poets' birthdays and in the preparation for holidays like "Christmas and Thanksgiving," while this year the classes have been interested in reading the life and works of the Poet Laureate. Good, framed portraits of American and English poets have greatly assisted the work of the reading teachers this year.

"It is a constant encouragement to find classes so ready to appreciate the best things. The quick response and sympathetic interest shown by our students make our classes in reading and literature most enjoyable.

WRITING.

"The objective points in the teaching of writing this year have been to cultivate in the pupils' minds a conception of the perfect form of all the letters, both singly and in combination; and by means of a system in which the construction of the letters has been taken up as a series of drawing lessons, to hold them up to a standard of absolute accuracy in the proportions, refusing to receive anything else as cred-

itable." The same plan has been adopted in all grades with very satisfactory results.

Spelling has been taught in connection with the writing by training the students first, to copy without mistakes, short poems and memory gems, and later, to write much from dictation, always along the lines pursued in reading, mistakes being found and corrected in study hour by the students themselves, and the papers afterwards marked by the teacher according to the thoroughness of the work.

LANGUAGE.

Of equal importance with the correct reading and writing of other peoples' thoughts is the proper expression of the students' own ideas. Knowledge is not power unless one is able to express it. As in the past, more attention has been given to English than to technical grammar. This year the students have used no text book in grammar, but have found Southworth and Goddard's excellent book entitled *First Lessons in English*, which they have used instead, well adapted to their needs. The upper sections of the Junior Class have had oral lessons in grammar, and will, at the close of the year, have accomplished about as much as they would have done with a text book.

The Middlers have had a course in technical grammar as last year, the object of this course being to prepare them for the county examinations which they must pass in order to obtain schools to teach during their "Wander Year."

The language work of the school has been unified so that the work of the Grades in the Night School is now a thorough preparation for the Junior and Middle courses. Owing to the careful drill they have had, and the increased use of pen and ink which has been required, the work of the writing classes has been especially helpful to this department.

This year the language work has been continued in the Senior year by the study of rhetoric, the text book used being *Composition and Rhetoric by Practice*, by Prof. Wm. Williams. This new work has enabled the students to express themselves with more facility and correctness, at the same time giving more opportunity for composition work. Essays written for other teachers on various subjects have been brought in and criticised in this class, thus securing greater unity in the language work of the Senior class.

ARITHMETIC.

Even in this subject it has been found necessary to teach reading, as the greatest weakness in Arithmetic is the lack of ability to understand the English of an example. When once the meaning is grasped, there is little difficulty in working the problem. More stress is therefore laid on mental than on blackboard work, and much time is given to the reading and explanation of problems without the use of figures.

Since the object is to teach Arithmetic for practical use in everyday life, only such subjects are taught as will be useful, numerous simple illustrations being given, rather than difficult test examples or puzzles, and drawing and objects being constantly employed. It has been suggested that each grade instead of studying a certain part of the Arithmetic, should be given a bird's eye view of the four rules, fractions, decimals and percentage, the work growing more difficult in each grade. The students of the Senior Class are taught how to keep a cash account, being required to balance their accounts every day. They become familiar with ordinary business transactions, drawing and endorsing checks, and writing notes, bills and receipts.

GEOGRAPHY AND HISTORY.

These two subjects are closely allied, and have been temporarily under the same management. In the daily news classes, students are encouraged to take an interest in all current topics, including items of interest about foreign countries. The ships of all nations assembled in April in Hampton Roads, which all the students had the privilege of seeing at close range, greatly stirred their interest in foreign countries, their geographical positions, forms of government and relative importance.

The general plan in geography is to begin in the Junior year with the forms of land and water at Hampton, proceeding to the study of continents, thence to North and South America in detail, especially the United States and Virginia, simple lessons in Physical Geography being given at the same time.

In the Middle year, there is much more careful study of Physical geography and more study of the continents of the Eastern Hemisphere, with much outside reading and several talks from travelers in foreign countries. Map-drawing and sand modeling continue throughout the course.

Weather reports are made in all the sections, and weather maps are studied with interest. Rain gauges, maximum and minimum thermometers, and signal flags are supplied

by the school, weather bulletins being received from Washington.

The aims sought in the teaching of both history and geography are the strengthening of the memory, and the broadening of the interests and sympathies of the students, more importance being attached to the latter object.

The course in history has not been changed. The Juniors read *United States History*, and study it all of their Middle year, at the same time reading *English History*. The Seniors study *Universal History*, as well as current history in the papers in connection with Political Economy and Civil Government. They are taught how our own government is carried on, and what are the policies of the different political parties.

In economics they learn the fundamental principles in regard to the elements of production and the ways in which value is added. Everything possible is done to make the subject practical, and the test at the end of the year, consisting of essays on the topics of the day considered from an economic standpoint, often show power in applying principles as well as study of the facts.

Old Testament History is studied in the Junior and Middle years in the school, and New Testament History by the same classes in Sunday School. *Blakeslee's New Inductive Lessons on the Life of Christ* have been introduced this year with excellent results.

SCIENCE.

The science work has this year been unified by being organized into a department. Instruction is given in the elements of geology, botany, physiology, zoology, physics, chemistry and agriculture. The course in geology is given in connection with language work in the Junior years of both night and day schools. The object in this as in all other branches of science is to lead the students to find out all they can for themselves by observation, and reasoning from observation, to clear, definite statements of facts. The work is both oral and written, the plan being to have the students handle objects or observe experiments, about which they make statements in answer to definite questions. After this comes discussion of the subject and finally the assigning of a composition exercise. Similar lessons in botany are given in the Middle year.

The work with the Juniors in physiology in both schools has been more practical than ever before. As in previous years, constant use has been made of charts and of specimens from the market, the object in teaching physiology and anatomy being to lead the students to obey hygienic laws with intelligence, and also to make them feel the necessity of teaching others to obey them.

Since our students often teach in country districts far from a physician, it has seemed necessary to give more emergency lessons than usual. Children from the model school have served as patients, being the imaginary victims of all sorts of accidents, and submitting with patient good nature to the putting on by the students of bandages and splints, to the binding up of wounds, and the treatment for fainting and the resuscitation of the drowned.

Owing to the extra work in physiology, there has been less time than usual for zoology. The method followed is to study each branch of the animal kingdom by means of a typical animal, using specimens handled by the students, who are thus taught to observe the forms of life about them, to compare them with each other, and to discover how each is specially fitted for its manner of life.

The Seniors have had the same course as last year, the elements of physics and chemistry adapted to their needs in the form of a laboratory manual which they use at their own desks in the laboratory; this work is supplemented by the use of a text book and reference books in the library. They have shown pleasure and enthusiasm in the work and have developed power in doing it. Drawing is an important feature in all the science work and is used as much as possible.

Agricultural science has been taught this year to the boys of the Junior and Middle classes of the day school on the evenings preceding their work days, each boy having one lesson a week. "The method has been to give the pupils a few facts and principles, and then by questioning lead them to draw inferences and discover other facts and principles for themselves." These are then put on the blackboard and copied into note books.

A regular course has been followed, but a digression from the course was made in February when, because of an opportunity for practical work in that line, the subject of the pruning of the grape vine was discussed and the work done during the following week. The object of the course is to get the students interested in agriculture, and to set them thinking for themselves, as well as to make them familiar with such scientific terms as will enable them to read intelligently the current agricultural literature.

Both teacher and students have been at a disadvantage, since, owing to the fact that the lessons are given on the evening preceding the work day, the classes are not well-graded, several grades working on the same day. In addition to this work, it is proposed next year to form a class of farm boys, and give them the advantage of a three year's course in agricultural science in addition to the practical instruction they receive in their work on the farm.

While the work of the science department is still unsatisfactory in some ways, the changes that have been made have been in the right direction and point toward ultimate success,

DRAWING.

This subject has been taught this year entirely from objects, the aims having been the training of the eye to see and the hand to execute truthfully.

"When once a student realizes what he sees, the struggle is half over. For the rest, it is hard at first for the untrained hand to obey the will."

The greater part of the Junior work has been drawing from models, chiefly type forms, with occasionally a little furniture drawing. "In addition to the outline model drawing, the Middlers and Seniors have taken up charcoal in light and shade, making many very creditable drawings from casts of flowers, fruit and animals."

MUSIC.

No study is more useful in developing habits of attention and power of concentration of thought than music. The results of a lack of interest are nowhere more noticeable than in the discord that follows the wandering of the eye, or the flagging of the attention. The experiment of placing music in the school curriculum has proved a decided success. "The aim has been to train the student to think in tone with accuracy and rapidity, whereby he has gained not only the ability to understand and appreciate the language of music independent of words, but also concentration of thought." The Holt System has been used, but without confining the work to the exercises of the Normal School Course.

The students are now able, having acquired some knowledge of reading music, to render with accuracy of tone and rhythm difficult part songs and choruses. More time has been given to music this year than last, with consequent broadening of the work, but an increased extension of time is hoped for next year, which will no doubt lead to still greater results.

PRACTICE TEACHING.

Since Middlers are required to teach a year before returning to graduate, regular instruction in practicing teaching is given during the latter half of the Middle year. As much as possible the work is founded on observation. "In a room adjoining that used by the method classes is an ungraded school consisting of Whittier children taught by a graduate of the New Britain Normal School." The Middlers spend much time in this room observing the children, and studying the methods used in teaching them. The school is ungraded, so that the work may be as much as possible like that which our students will be called upon to do, few of them having an opportunity to teach in a graded school. "From the observation work, the students are led to discover underlying principles of education and upon them to base their methods of teaching."

When the Seniors return after their year of teaching they know the needs of the schools in which they are to teach, and feel the necessity of using every opportunity to fit themselves to teach successfully. Much time is spent in discussing the schools which they have taught during their year out; conditions are discussed, and improvements suggested. "A month at the Whittier School, where they act as teachers under competent critics, gives them an idea of a graded school and a higher ideal of what teaching means." Finally, near the end of the course, the Seniors have a written examination in the elementary branches which they expect to teach, namely, arithmetic, geography, U. S. history, grammar, reading, writing and spelling.

SUMMARY.

Perhaps the greatest gain of the past year is the increase in unity throughout the school. The night school and day school being now under one management, more teachers have classes in both schools; a fact resulting in gain to both sets of teachers and students, as it makes possible greater unity in every department.

More time has been given to music, especially to singing from notes, with most satisfactory results. There has also been a closer correlation of studies, and a raising of the standard throughout the school, but especially in reading, writing, and spelling.

On the whole, there is great cause for encouragement in the results of the years' work, and in the promise for the future.

J. E. DAVIS.

Review of Industries.

There are two distinct and opposite ideas of the manner in which an industrial education should be given.

One is the idea of absolute perfection in detail, that spends days and weeks in finishing one point with no idea of the article's filling any demand, but simply for the skill it gives to the hand. This is exemplified in its highest form in the "Sloyd" method. The whole thought here is given to the power that the individual acquires by this work, not to the worth of the article made.

The other theory is the more natural, if less scientific, one of learning to do something because there is a demand for it and we have a chance to fill it. In this, too, perfection is sought for its educational value and also because there is a demand for it in life. This is the method by which every Yankee boy learns to farm.

The parent or the State that has wealth, brains and power may well take its children from the cradle and train them in Kindergartens, Sloyd and Scientific schools and turn out at the end a man or woman ideally educated. But the great mass of mankind is forced to stand and cry "Give us a place—a chance to earn our bread." Comparatively few hope to have their boys taught, they only ask for a chance to try, a place among workers, that they may teach themselves.

Each of these schemes of learning has its advantages and neither is perfect. They stand in the same relation to each other that the so-called college man and self-made man do. The college man can do nothing unless he is also self-made; the theory-trained mechanic will amount to nothing unless he also receives the self education of practical life.

Mr. Warren, the critic teacher, who visited us this year, says:

"It seems to me that the idea of manual training or even of trades teaching is opposed to money getting. That where one is the other cannot be. If lumber is to be sold, wheelbarrows offered in the market, skilled labor must be employed. * * * * *

This excludes teaching the boys except to that degree that shall make their labor profitable. If on the other hand we make manual education our object, we must make all our energies bend to that. * * * * *

I think this day working and night studying is admirable. * * * * *

Whether the Night School students could not be otherwise employed is a question to which I can give no answer. * * * You see I cannot reconcile the idea of manufacturing and the idea of education."

The question is here put before us fairly that industrial training must be for education only, that it can not be made to furnish the bread and butter at the same time.

Gen. Armstrong has answered this in his pithy way by saying that "It is an education in itself to make something that the world wants."

It is this thought that should be emphasized. The first thought in all our industries is and should be the lesson in self-reliance and thrift that productive labor gives.

For even the theoretical training of our students it is better that they should be engaged in productive labor.

This School was founded for a race taught to work, but not to profit from its work. If it had taken a man trained for twenty years to work for others, and put him to working just for practice, making articles that bring no return, whatever might have been said he could hardly realize that he had more than changed masters. Every round red cent won by his labor was a declaration of freedom. This great strong child-race needed the lesson of making money as much as it needed training. It knew how to work under task masters and direction. It was not power that it needed, but purpose, and that honest earning and spending gives.

When the School had been founded a few years, another race was brought a foundling to its doors. The Indian had not the slave idea that labor brings no returns, but an opposite idea that profit comes without work. He is fed and clothed and nothing demanded of him. To save his manhood from destruction he must be taught to work. How are you going to make him see the sense and value of such teaching? Only by showing him the sure reward of every stroke of labor, since, unfortunately, it is impossible to put him where profit can only come from labor. This being so, everyone must admit that the simple fact of bringing a return for the shop and the worker has its educational value. Therefore, for the students sake alone, the problem for the School has been and always should be how best to combine theoretical and practical training in our industrial life.

If we were teaching 600 students who were not vexed by the question of self support we might think too much of the thought and too little of the practical value, while on the other hand if we were just a manufacturing concern we should lose all sight of education and use the man alone for his value to us.

The question that was and is forced upon the helpless of this race is "How can we combine the greatest amount of education of head, hand, heart with self support."

Naturally the first answer to this was—

Here is a farm on which work is to be done, let the student do it and earn his way. To earn an education is in itself an education.

This then gives us our first division of Hampton Industries.

I *The Industries Necessary for Self Support* whose main object is to earn the daily bread of the worker.

First under this comes the care of the 75 teachers and 600 students.

It is needless to say that every student cares for his or her own room. That these may be kept properly, they are subject to daily inspection. As far as possible, the number in a room is limited to two or three, that the idea of home and private possession may be given.

There are 75 officers and teachers living on the grounds for the care of whose rooms we have a division of workmen called *Room boys and girls*. There are 39 room girls and 22 room boys. Their work is making beds, sweeping, cleaning etc. These workers are all from the day classes, and attend to the rooms in the three quarters of an hour between study hour and school in the morning.

On Monday they give the rooms the weekly cleaning. For this work they receive \$2.00 per month.

Corridors. Every corridor and pair of stairs is in the charge of a girl or boy, who sweeps and dusts it each day and scrubs it once in two weeks.

The ground floor of Virginia Hall is occupied by the Teachers' Home dining room at one end and the Students' dining room at the other. Below these the basement holds the great kitchen, bake rooms etc. for providing for hungry students.

Seventy five teachers come to the Teacher's Home dining room for their meals. The running of this dining room gives employment to ten Day school boys as waiters and ten night school boys as cooks and scullions.

Students' Dining room. This department has, this winter, averaged 632 boarders.

To care for these we have had 4 cooks, 3 bakers, and 2 scullions. These work all day and go to school for two hours in the evening.

There are 37 Day Class boys to wait on the hungry throng which three times a day pours into the great dining room, and the minute the last one has finished and gone, 81 Day Class girls turn to and clear away and wash the dishes, so that in half an hour the room is ready for the next meal.

This happy, hearty, crowded, noisy dining room is not the best place for a sick or ailing student, so provision is made for them in the *Special Diet Department*.

This department, sends out the meals to the three hospitals or to students rooms when they are confined to them. There is a small dining room where students convalescing or needing special diet go on order from the resident physician, to enjoy a rather more delicate or better adapted fare of beefsteak, oat meal, milk puddings, etc., as each case demands.

From 3,000 to 5,000 meals are supplied by this department per month.

To do this work, 2 Night School girls give their whole time, while one Day School boy acts as waiter.

Turning from the dining room, the next great domestic department that demands attention is the *Laundry*. This is divided into two distinct branches, first *The Teachers' Laundry*, under the charge of Miss Woodward.

This receives about 1,400 pieces per week during the School year. In this laundry are employed 8 work girls all day, 12 girls working one day each in the week and one outside woman who acts as a sub-teacher. These girls are selected when they enter school on account of already having some knowledge of the subject.

The girls who work all day receive \$15 per month in board and credit and attend Night School. The day Class girls receive \$.50 per day. Miss Woodward reports that she has a nice set of girls, good at their work and conscientious.

The *Students' Laundry*, under the charge of Miss Howland, is of course much larger than the teachers', there being between 8,000 and 9,000 pieces washed per week. This includes washing for all students save Indian girls, who do their own.

To do this an average of 27 Night School girls work every day in the week, and 53 Day girls for one day each per week.

The Home Farm, Mr. Howe in charge, 17 stretches around us on all sides. In this there are 100 acres under cultivation, the chief productions being milk and vegetables.

About 35 cows are milked, averaging from 85 to 100 gallons of milk per day. Besides supplying the School families on the place and the Dixie Hospital, a good deal is sold outside.

There are 32 horses and colts on the farm, 6 of which are boarded for outsiders. There are also 250 hogs, but much more pork is consumed by the School than the farm can supply. A large part of the poultry and eggs for the School are also raised on the place.

As to crops, there are 30 acres in clover and orchard grass, 9 in fodder, 14 in oats, 5 in rye, 9 in peas, 10 in potatoes, 7 in corn, 6 or 8 in truck and the balance in orchards, small fruits, &c. From many of these fields two and three crops will be gathered this summer. For instance, the peas will be followed by sweet potatoes, the cabbage by sweet corn, &c.

There are now on the farm 13 hands: 3 in charge of cattle, 3 in charge of barn, 1 in care of pigs, 5 acting as cart drivers and farm hands and one working in the vegetable garden.

The Farm Wheelwright and Blacksmith Shop, under the charge of Mr. Corson, makes wagons, carts and trucks and does the repairing and horseshoeing for the farm.

Here are 16 boys working: 13 giving all their time to their trade and going to school at night and 3 working two days each a week. Two of these boys are Indian.

Beside the home farm there is, about five miles from the School, the *Hemenway Farm*, under Mr. West.

In this farm there are 550 acres devoted to grain, grass and stock raising. About 400 acres are under cultivation. This place is too far from the centres of habitations to be very profitable as a dairy or market garden farm, but it raises cattle, sheep, horses, pigs, geese, ducks, turkeys and chickens. In this way it is a good source of supplies for the School. This year, two large incubators have been added to the farm outfit and it hopes to go into poultry raising much more extensively.

On this farm there are now 14 colored boys who work all day and are taught in the evening by Miss Clapp and Capt. Jordan. They receive both good teaching and good wages, and next year will enter either the Night or Normal schools on the home grounds.

The boys usually go on to the farm just to earn their way through school, but there are few places where they learn more useful lessons and a large proportion of them use the knowledge gained sooner or later. One of our Senior boys spoke not long since of the many questions on farming that the people bring to them when they are out teaching and how much help the farm training and agriculture classes are to them.

Although this farm work cannot now be placed among the trades, it is expected that it soon will be, with a regular corps of farm apprentices under charge of the Department of Agricultural Education, to be spoken of further on.

The Knitting Shop, under the charge of Mr. E. Jones, is under contract to furnish 10,000 dozen pairs of mittens to S. B. Pratt & Co., of Boston this year.

There are 12 Night School boys in this shop, and two Normal School boys who work only two days a week. They get 21 cts. per doz. pair of mittens, and for the first three months average only about forty cents a day, but when the trade is once learned a boy will usually make from 70 cts. to \$1.00 in a day. A quick boy can learn to run one of these machines perfectly in three months and probably most of them seek it with the idea of earning their way through school, but it is one of the best things for these races to learn to handle machinery. The lessons in concentration, patience, and dexterity learned here are of more value than the fact that they have learned a trade in which they can set themselves up without much capital.

The Huntington Industrial Works. This is the largest and in many ways the most important industry on the place. It is, in a way, the power for all the wood-working and building done here as from it all the pine lumber is obtained.

The logs are brought in rafts from the Dismal Swamp and the business of the H. I. Works is to reduce these logs into all forms of lumber. The works are divided into three departments namely:—*Saw Mill, Lumber Yard and Wood-working Shops.*

The first two of these departments come under this division of our subject, as being shops in which the student while earning his living does not learn a complete trade.

In these two branches of the H. I. Works there are 10 Night School boys working every day and 10 Normal School boys each working 2 days in the week. These boys learn to keep tally, scale and measure logs, grade lumber and work the

lumber machines, besides the general knowledge of machinery learned in a big saw mill. This is knowledge very necessary for this race to have if they are to compete with others in this age of machinery.

The third department of these works however must come in the next division of the industries.

The Holly Tree Inns are two little restaurants on the grounds, one for boys and one for girls. The boys' is the larger, having a regular set of boarders, (employees of the school) besides furnishing the boys with treats on which to spend their pocket money. This employs 3 students as cooks and waiters.

The girls' is more a bake shop, where one Night School girl is kept busy baking all day and whose wares the hungry girls treat themselves to after school.

Last, but not least of all, come the odds and ends who cannot be counted into any department but are bread winners and most important members of our family.

First there are 4 orderlies whose duties are manifold. They are stationed in the orderlies' room, within call of the office bell, ready to do the endless errands and odd jobs of the School. Their most important duty is that of acting as guides for the hundreds of visitors that come to us.

There is one boy employed in the commissary as clerk, general duty men who handle freight, one boy who works in the hospital, one girl who works in the Doctor's office, 3 paid night guards, 12 janitors in boys' buildings and some ten or a dozen boys earn \$2 per month for the care of boats.

Summing up this division of our subject we find, on a rough estimate, that we have 350 students working with their hands to earn the education of the head.

We do not mean to say that much is not learned by every faithful student in these departments,—he or she will be a better cook, laundress, or farmer, and surely much needed lessons in promptness, and thoroughness are inculcated, but still the object in view is not to teach a trade but to get the work done, and here the principle of profit industry, each doing what he can do best, is enforced as far as possible.

Many might think in reviewing this group of industries that the student was only getting support for the head by his labor, but when you remember that as students, mechanics or business men, in nothing these races are so weak as in their sense of the value of time and material, every lesson in thrift and speed that they learn by seeing how necessary work is carried on in a systematic and business like way is of inestimable value.

THE TRADES.

We come now to the second division of the industries. Those included in this have been established for the purpose of teaching trades, but at the same time this being missionary work, we have to consider the support of the student.

Gen. Armstrong had from the very beginning the conception of a school that should offer all forms of industrial training. As the school grew and prospered he patiently worked out his thought, adding a shop at a time until we have now 11 trades taught on the grounds.

In this division comes the 3d. department in the

H. I. Works—the General Carpenter Shop—under charge of Mr. P. I. Frost. It does all kinds of wood-working such as window-sashes, doors, mantels, stairways, &c. and also all fences and building on the school grounds. All of this work is made practical and profitable by being done under contracts and orders.

In this shop there are 25 students who work all day and attend night school. Three have finished their trade this year and 6 begun.

No one who sees the beautiful wood-work this shop sent to the World's Fair can doubt the skill and ability acquired in it.

The Carpenter and Repair Shop, under the charge of Mr. Sugden, does the general Carpentry Work for the School.

Here are 12 students employed: 1 of these has finished his trade and is acting as under-foreman; 11 are learning the trade, 5 working every day in the week and going to Night School, 4 Indian boys working half of each day and 2 Normal School boys who give the two work days a week to their trade.

J. Wood, the under-foreman, speaking from the boys' position, says "the boys usually come meaning to get their trade, and go, but the desire for an education grows stronger every day and in the end they usually go into the Normal School for a year or two and many graduate there." All students from this Shop receive draughting lessons in the Technical Shop.

The Engineering Department under the charge of Mr. G. Vaiden, furnishes the power for running all the machinery on the grounds, supplies the steam for heating, cooking and

washing, and cares for the gas house from which most of the grounds and buildings are lighted.

There are nine boys working in this department, seven from the Night School and two from the Normal School. Four of these boys are learning their trade of Practical Engineering, while five are earning their living. One of this department will graduate this June from the Normal Academic course of the School.

Next under this subject come the *Training Shops*.

The Paint Shop under Mr. J. F. LACROSSE employs 16 Indians and 3 colored students. Of the 3 colored students 2 work all day and go to school at night and 1 works only 2 days in the week. Of the Indians two are Normal School boys working only 2 days per week, and 14 are from the Indian School working half of each day.

This department does all the painting, varnishing and glazing on the place. The Shop pays well and at the same time attention is given to the educational idea of the trade. For the first half of the year Mr. La Crosse gave regular lectures every Monday morning. These talks covered such subjects as Primary colors, Mixing colors, Applying colors, Materials etc.

Mr. La Crosse is so convinced of the value of these that he says if he were running a shop purely for profit, he should take time for these lessons, as he thinks it would pay.

As to the two races, he says that the Indian takes hold quicker, the Negro holds out longer and they come out about even.

The Harness Shop, under Mr. Wm. H. Gaddis, himself a graduate student of this very Shop, reports 3 colored and 3 Indian students. The colored students give their full time to trade and go to Night School; the Indians are Normal School boys who give 2 days per week.

Two thirds of the year they have been filling orders for harnesses from Mr. John Wanamaker. The other third has been devoted to local work to keep the boys busy. In the order trade they have received as high as \$100 for a harness while the local work averages about \$25 for a harness.

Mr. Gaddis has taught some of the students outside of his department stitching, and has made the fine work done for the World's Fair an occasion for extra lessons in fine work.

The Shoe Shop under Mr. S. E. Smith, another student who learned his trade in the shop where he is now foreman, reports a total of 8 students; 5 colored from the Night School working all day, 1 colored from Normal School working 2 days per week and 2 Indians working 1½ days per week.

Most of the students who entered here came to learn the trade: 3 students have finished their trade this year and 2 will finish this summer; one has just begun. All seem earnest in their work.

Mr. Smith divides the trade years systematically and although he gives no general class lessons, yet tries to teach each individual the qualities of leather, use and divisions. One of the trade graduates of this Shop has made a good record this year in Charlotte Hall School in St. Mary's Co. Maryland, where he has taken charge of the Shoe Shops.

The Tin Shop is in care of Mr. Walter Baker, a last year's graduate, who is both foreman and workman, as there are now no students in the Shop. He reports having put on 5,237 sq. ft of roofing, 323 ft. down spout, 82 ft. of gutter spout, 350 pieces of tin ware repaired; 572 new pieces of tin ware made up and one Senior boy taught how to solder.

The Printing Office under the charge of Mr. C. W. Betts reports a dull business year, but a good, earnest set of boys. There are in the Shop 6 colored students who give their days to this trade attending Night School; 6 Indian boys, 5 who come in for two days in the week and one who goes to Night School and gives all his days to his trade; 8 graduates and ex-students and 4 outsiders; making a total of 24 hands.

This office does all the School printing, which, besides the two School papers this year includes the "Twenty Two Years' Work", a 500 page book giving a record of Hampton's work, and a number of weekly papers and periodicals and considerable job printing from outside.

The Pierce Machine Shops, Mr. Chas. King, in charge, report on 3 departments of labor.

1st. the *Machine Shop* proper. In this he reports 2 Indians working 2 days in the week and 7 Night School boys.

2nd. *The Blacksmithing* department where he reports 4 Night School boys and 2 Normal School Indians.

3rd. *The Woodworking* department, where he reports 2 Night School boys working all day and 4 Indians working 2 days in a week.

Mr. King who has just assumed the charge of these shops this year, has been re-organizing them with the object of improving the instruction given and of placing them on a better business basis.

The work still done in the *Machine Shop* is the manufacture of a cheap grade of tools with which Mr. King is no

wholly satisfied and hopes by another year to be able to afford new patterns and a better variety of work here.

In the other two departments, *Blacksmithing* and *Wood working*, where are made raft gear, ploughs, trucks, corn-shellers, wheel-barrows, carts, hominy mills, etc., Mr. King feels that he now has the best variety of work both for the instruction of his boys, the business of the Shop and the fact that they are things the boy can make when they go out from here, without having to have much capital to start in business.

Sewing, Dressmaking and Tailoring Department, Miss M. T. Galpin, manager, reports as follows:

48 girls began work in October, of which number only three have dropped out. The work done is dressmaking, tailoring, shirtmaking and mending for 400 boys.

The under clothes needing mending are sent from the laundry and keep the mending squad busy from Tuesday till Friday. On Saturday the janitors bring in the boys' suits that need mending and the Senior girls see to it. Some idea of the amount of work done is shown by these figures; 2,331 shirts, 300 uniforms, 2,368 miscellaneous articles have been made this school year.

Miss Forsythe has this year had charge of the dress-making department and has given lessons in draughting, cutting and basting.

Miss Galpin speaks of the marked benefit of the Whittier Sewing classes as shown in those girls who come into her department from them.

The Green House, under the care of Mr. Chas. Goodrich, reports a good set of boys, two in the winter and four this spring. These are all colored boys from the Night School. Of this set one came to learn his trade, one probably intends to finish the trade and two are simply working their way through school. One outside laborer was employed last fall but now all the work is given to the boys and the aim is that there shall be no outside help. No class instructions are given these boys but individual lessons and questions on their purpose are given to each as he works. Mr. Goodrich has this spring taken 18 girls in classes of 6 and given them lessons in planting, cutting, and transplanting. These girls will each have a bed in the *Girls' Garden*—where she will cultivate her seedlings and sell her fruit and vegetables to the Teacher's Home, thus gaining some pocket money.

This is a new scheme and it is hoped will solve the question of making the girls' garden a success as well as a lesson for the girls.

In summing up our 2d division of labor, we find we have 11 departments employing an average of 153 students; that in these shops while the student does earn a part, or the whole of his living according to the time devoted, yet the chief purpose is to learn a trade and in every one of these ten departments a useful and profitable training is given the hand and head.

It is on this branch of our industries that Mr. Warren's criticism bears when he says that he cannot reconcile the idea of education and manufacture.

If you take the modern idea of a manufactory where division of labor to secure the biggest possible profit is the plan and aim, it cannot be reconciled with education because such manufacturing dwarfs the whole man. But Hampton carries on manufactures for their educational, not their productive, value. When it is a question between the profit of the shop and the educational good of the student, the profit must suffer.

We have spoken before of the Hampton theory that a productive labor is one of the great educational factors for these races, and that the industrial education is not hurt in this combination seems to be conclusively proved not alone by the hundreds of good mechanics that go from here South and West but by the numbers that have taken charge of shops in schools and in other ways showed themselves master workmen.

If, however, Mr. Warren feels that we can not make the money that we ought to with this endowment of shops it can only be said that in putting the goods into market, Hampton does not expect to become independently wealthy. The plant for her industries has been given her and her aim in productive labor is to run her shops on a good thrifty business basis.

We shall never be tempted to hope for great business profits, because as soon as a man is, in a business sense, profitable to the School, he is sent off to teach others.

Quite opposed to this criticism too, is the feeling in many shops that the education of the student is a good investment for the shop; that the more care and thought that is put on the relation of the student to his work the better the business standing of the shop is. Industrial training can be given and productive labor carried on according to the old idea of a small sure business and a well rounded and complete workman but not according to the 19th Century notion of big profits and division of labor.

TECHNICAL EDUCATION.

The third division of the Hampton industries is the group of those which are given for education only.

This includes all the house work and domestic training given the Indian girls and all the classes in cooking, use of tools and agriculture given to the Normal School students.

The Winona Household Department. As the Government appropriation meets the expenses of board and clothing [leaving tuition to be raised by scholarship] of the Indians while here, there is no need that they should work with an idea of support. The whole aim is to make all their work educational.

Each girl must do her own washing, ironing, dressmaking, mending and take care of her own room. For this she receives no pay. Besides this, all the corridors, teachers' rooms and public rooms of Winona are cared for by the girls for a small sum of money. In this way it is arranged that each girl has a little of all kinds of work, that they take the complete care of their school-home and earn some pocket money by way of encouragement.

In fact, as far as possible, she is given the many sided training that a daughter should have in her home to prepare her for life.

To see a little more carefully how this system is worked out let us look at the different departments.

In the laundry Miss Booth has the 42 girls divided into squads of ten for Mondays' washing; each squad has the use of the laundry for an hour and a half. On their work days they iron their clothes, after which the clothes are inspected in the sewing room and each girl mends her own. Beside this mending they make their own clothes, four cotton dresses a year at the least, prepare extra clothes for the storeroom ready to fit out new students and make and mend all the Wigwam and Winona bedding.

As Winona has no separate kitchen they could not cook their own meals. However there is a small overflow dining room at Winona which they take care of, getting practice in care of table and dishes.

To gain the much needed knowledge of cooking, a small three-roomed cottage on the grounds has been fitted up like a home, with parlor, dining room, kitchen and storeroom. The girls are divided into companies of four and each four uses the cottage for a week. They are given 50 cts. and flour and milk and out of this must get four suppers for themselves and a teacher.

The object kept in view is how to do well with a little. They rarely make cake but learn how to prepare eggs, potatoes, etc., in all ways.

This is meant to be the practical application of the regular cooking lessons, under Miss Williamson. The girls enjoy this as "playing house" on a grand scale. At the end of the year each girl will have had 3 weeks of this training. The money for this unique training school has all been given by charity.

Now that we have seen how the Indian girl learns in laundry, housework, sewing and cooking—let us see what is done for the boy.

Like every student on the ground he has to care for his own room; then turning to the shops, we see many fields of labor before him.

Those now called the 'Training Shops' i. e. the Harness Shop, Paint Shop, Shoe Shop and Tin Shop—were at first called the *Indian Training Shops*, and established largely with the idea of giving the Indians practical knowledge of different trades. They have changed their name since then in order to express the fact that they are not limited to one race, but we shall find 21 Indians taking their trades in them and still others in the printing office, machine shop, etc.

The Technical Shop, under the charge of Mr. F. L. Small, manager, is designed to give the training in use of tools and wood turning. Here at present, there are 14 Indian boys, 9 working half of each day and 5 two days per week, under the direct supervision of Mr. Spinney, a colored ex-student. It is intended that every Indian boy shall have nine months. Although the object is purely educational—the work of the students, in the shape of carved paper cutters, inkstands, picture frames, etc., is sold.

In this shop also are given the lessons in free-hand and mechanical drawing to the trades boys.

There are 5 classes of 8 each from the carpenter shops and one of 14 from the blacksmith and machine shops.

The Abby May Home, under the charge of Miss Austen, has been opened for the first time this year. In this charming building, which truly deserves the name of home, ten colored girls at a time are taken for a three months' course. These girls learn to cook, wash, iron, mend and do general housework on a small home scale that they may have a true model after which to fashion their own home. They work all day and go to Night school. Perhaps the greatest lessons

they receive here are in their little Saturday night companies, readings with the house-mother, &c.

This life is to give the special training that the size of our school household will not allow in other places. Under the care of this house is brought the cooking and sewing classes and the Girls' Holly Tree Inn.

While the students in the Normal School only work two days in the week instead of six, still here the opportunity is taken to give them in classes technical training that every person ought to have, as *The Technical Classes* in the use of tools under Miss Katharine Parke. Here all the girls of the Middle Class come for two hours per week for half a year and the Indian School girls for one hour per week for the whole year. They are here taught how to use tools and the principles of construction. Their first work is making a box—as this is meant to help them, both Indian and colored, to make their own homes comfortable, they are taught how they can make the most of things—how to use leather for hinges, how to cover a box, &c. They learn how to make screens, stools, picture frames and how to varnish and paint them. Nothing is sold from this shop, the student keeping what she makes as a reward of her industry.

Again, a colored girl might come into our day school and graduate and not know how to mend her clothes if she had not worked in the industrial rooms. To overcome this the Middlers go one evening in the week to the Abby May Home to a sewing class. This is just to teach plain, neat, old fashioned sewing.

For some years cooking classes have been established. These are now carried on at the Abby May Home.

Here the Middlers go in classes twice a week for half a year. There are ten girls in a class and each class has a thorough course in making fires, baking, boiling, frying, broiling, mixing, seasoning, etc., also in getting up a whole meal, clearing up, &c. The classes give a bread party to which the boys are invited as tasters, and prizes awarded for the finest bread, rolls &c.

It seems best that every boy that comes to this school both from the West and South should know something about farming. To this end many among the work students are put on the farm—and among our Normal students this year regular classes in agriculture have been established under the charge of Mr. Goodrich and Mr. West.

All the Middle boys attend these one hour a week during the school year.

The adding to and enlarging of this division of the industrial training has been one of the chief aims of this year. Not only have new classes in technical training, as the middle year sewing and agriculture classes been added, but careful thought has been put on the grading and systematizing the work in the shape that all the work may push toward the same end, a complete, well-grounded industrial education.

The attempt in the above has been to only give a quick view of the branches of industry at Hampton, to show somewhat how they have grown up out of both theory and necessity and some of the questions and problems presented by them. Much more copious reports have been made on all their work, which the School will gladly furnish, together with opportunities to see every industry on the grounds to any one who desires to go more deeply into the subject.

ANNIE BEECHER SCOVILLE,
Teacher.

Report on Greenhouse Department and Instruction in Agriculture.

Business at the Greenhouse has been encouraging.

Notwithstanding the failure of the violet crop, due to the severe drought and heat of last summer, followed by a very cold winter, and the severe check received by the indoor plants during the month of January, the sales of cut flowers and potted plants are at the present time about equal to the sales of the previous year for the same time.

An encouraging feature of the business has been that the sales have been more evenly distributed over the entire season than heretofore.

Another encouraging feature is the fact that custom for nearly all of our produce has come right to our doors and we have had to send out very little to be disposed of abroad. Yet there is custom outside waiting only for the produce, and we hope and expect to be able to meet a part of this demand another season.

During the year the Greenhouse has received two coats of paint, which it sadly needed, and a new cold frame of thirty sashes has been added to the plant.

It was found necessary also to add to the stock of flower pots and stock plants.

The prospects for increasing the business are good.

A kind friend of the School has furnished the means of erecting a new greenhouse, one half of which should be used

to supply our greatest need, namely a propagating house and thus relieve the main house from that part of the business and make room for flowering plants.

I recommend that the remainder of the new house be devoted to carnation culture, as I think we can, with profit, raise a few of the staple flowering plants in large quantities and advise making a beginning with carnations.

I have had at work under me from two to five boys at different times during the year; part of these boys caring for the lawn roads and flower beds on the grounds and receiving instruction in that kind of work, and the others caring for the Greenhouse and receiving instruction in general greenhouse care and also in the propagation of plants by seeds and cuttings, potting, transplanting, etc.

There is on the place a plot of ground called the "Girls' Garden," and here a class of thirty or forty girls have raised flowers and vegetables under the direction of one of the lady teachers.

Heretofore considerable difficulty has been experienced in securing plants for the flower garden. To obviate this difficulty and also to give the girls further instruction in the care and cultivation of plants, a class of eighteen girls in charge of Mrs. Goodrich have come to the Greenhouse during the early spring for instruction in plant propagation by seeds and cuttings, the girls planting seeds and making cuttings and transplanting the young plants themselves. Some of these plants they have already planted in their flower garden.

This work has been so satisfactory that it is proposed to build a laboratory in connection with the new greenhouse so that more of the students may have the advantages of this kind of work and instruction.

For the Girls' Garden a set of tools has been purchased, consisting of 1/2 dozen rakes, 1/2 dozen hoes, 1/2 dozen combination rake and hoe, 1/2 dozen trowels and 1/2 dozen watering cans, and a set of lockers have been made in which to keep them.

The work in Agricultural Science began last November. Since that time I have met, on two evenings of each week, two classes of boys, one class each evening, for instruction in the more important principles on which agriculture, as a science, is based.

At the time this work was begun, a rough outline was made of the course to be pursued.

This course has been followed more or less closely according as the ability and needs of the classes seemed to indicate.

The instruction has been given in the form of a general discussion.

My method has been to give the pupils a few facts and principles, and then, by questioning, lead them to draw inferences and discover other facts and principles for themselves. Then, after a subject has been discussed, the facts and principles are put on the blackboard and from there copied into note books by the pupils.

In this manner we have discussed agriculture as a profession; the present condition of agriculture; the needs of the farmer; the composition of matter; the origin and formation of soils; the composition of the soil; the composition of plants; plant food in the soil.

From this we shall go on to the discussion of the mechanical condition of the soil; water in the soil; preparation of the soil for the crop; how plants grow; cultivation; fertilizers, etc.

We digressed from the regular course two evenings in February to discuss the pruning of grape vines, as there was at that time an opportunity for practical work in that line, which work some of the boys did during the week following.

The subjects discussed are very broad, and only a few points have been touched upon under each head, and that in a very simple and elementary way, owing to the very little knowledge which the pupils possessed of chemistry, botany and the other sciences closely related to agriculture.

I have endeavored in these discussions to use, as far as possible, popular language and terms, introducing only such scientific terms as seemed necessary to carry out the object of the course.

The idea has been to get the students interested and set them to thinking for themselves and also to make them familiar with such scientific terms and their meanings as will enable them to read intelligently the current agricultural literature of the day.

One difficulty I have encountered in this work has been due to the manner in which the classes have been made up, the division being made according to the work days of the boys. This tends to make a class of mixed grades, and the difficulty lies in making the work simple enough to be intelligible to the lowest grades and yet not so much so as to be uninteresting to the higher grade pupils.

This work is to continue, and there is also in contemplation the forming of a class from the farm boys who intend

to make farming a profession and give them the advantage of a three years course in agricultural science in addition to the practical instruction they receive in their everyday work on the farm.

C. I. GOODRICH,
In charge.

In his report of June, 1892, General S. C. Armstrong said "Farming as the chief occupation of the Negro and Indian populations, should have the first attention in this School." Miss Showers in a contemporary report of the Night School said: "By far the greater number of our students continue to come from the rural districts where enlightenment and education are making their way slowly but surely against superstition and ignorance.

Our best students come from the country schools of Virginia and adjoining states where Hampton graduates are most numerous and are doing a noble work."

In carrying out his idea of educating the two races to fit them for self help General Armstrong determined to "make more of agricultural instruction" at Hampton Institute; his idea being that the graduates and those students who go out from the school to teach should know enough about the science and art of agriculture to be able to instruct the farmers in modern and improved methods (of doing practical work) as well as the theory of agricultural science.

Accordingly soon after he returned from the North in the fall he began to arrange for such instructions for the students as should fit them to do this.

Classes of both Indian and Negro students were organized in the Night Schools for instruction once a week on agricultural topics.

The Monday, Tuesday and Wednesday evening classes at the Institute and the Hemenway farm students Thursday evening were assigned to me. The importance of agriculture to the nation was first considered. Practical talks were given on the elements and compounds entering into the composition of vegetation, the growth of plants, the history of soil formation, the composition, texture, kinds, and improvements of soils, closing with the consideration of land drainage. Subjects extraneous to the regular line of work, have been discussed in some of the classes upon occasion as crops, crop rotations, feeding stock and colics in horses.

A text book was used with the Indian class Wednesday evenings, the book being used as a source of discussion of the subjects treated therein. It has been our endeavor to make the work practical and applicable to the conditions to be met. A chief aim of the instruction has been to awaken among the students an interest in agriculture.

We regret that more time could not have been devoted to this work in the class room.

Many of the students are deeply interested in this subject and much time and study must be devoted to it in order to cover even a rudimentary course in agricultural science.

JOHN S. WEST.

Social life at Hampton.

The social life of the School is a factor in the training of our "boys and girls" as important as the Industrial or Academic department. In our study to make it the most helpful to them, there are two things we must consider; their life before they came here and its probable conditions after they leave us. These, of course, differ in individual cases, but; most of our colored students come from the better class of country Negroes; that is, those who live in frame houses, can send their children to the county school for a while every year, and live a life which is not the life of the lowest stratum, where the prevalence of vice is well known; but still one whose social standard is totally different from ours. When they leave us it is to be leaders socially as well as mentally and industrially in the community where they are placed, and leadership means superiority.

Our aim is, with these conditions, to produce this result.

Every Saturday night, something is going on which helps to solve this problem. Whether a section or class division in one of the smaller rooms, or in the large "Socials" where seven hundred crowd the gymnasium to overflowing, or in the debating society, or still more loved Temperance Meeting where the boys and girls are allowed to sit together. One would think that the smaller gatherings in the quiet

pretty rooms would be most liked, but unfortunately the affections of our guests are not subject to class-room limitations, and the thoughts of a boy who, as an "A" is invited to one place, are not unlikely to be with the "B's" who are having a good time somewhere else, which perhaps spoils the evening for our unfortunate "A".

In these small parties we can really find and lead the taste of the students in newer and, we hope, better ways, by discouraging, as a hostess can, the games into which they tend to drift, which too often have low associations and sometimes a noticeable bad effect, and teaching them new ones which they will soon like as well. We have found that soap bubbles are a never ending joy; blowing a feather over a sheet, passing a ring on a rope, the bowling game, bean-bags, observation tables, checkers and dominoes for the quieter ones,—all these work admirably as substitutes.

With seven hundred people in a great bare room too small for them, the problem becomes more serious. Many are the devices we employ to protect the poor boys who don't know anybody, from being shoved, in an uncomplaining mass, into the corner, and to give everybody a good time without their feeling that they are the subjects of educational experiment. The progressive march and such ring-games as can be played in so great a crowd, are in the right direction; they tend toward breaking up the cliques which arise here as elsewhere, and the demoralizing habit of sitting alone in a corner with one's especial favorite, which as everybody knows, is highly uncomfortable for the majority, however delightful for the favored few; but their most important feature is their effect of breaking up the games we discourage by providing something better.

But all these things have one disadvantage, they put the work into the hands of the teachers instead of the students, and it is *their* ability to carry out a social plan of the right kind that we want most to cultivate. The experiment was tried this winter of putting the management and responsibility into the hands of a committee of girls representative of each class. They decided beforehand what was to be the order of the entertainment, and succeeded admirably as hostesses; the Tens also have had opportunities as hostesses of their sections in School, and this, too, is in the right line. But for the Seniors, I think we should see that our girls have a more systematic training in this direction. Every Senior should have accumulated a knowledge of proper games and how to use them, and of good social methods generally, and be, as we hope she is usually, able to fill the post awaiting her of guide, leader, organizer and manager of right movements of all kinds in her community.

But the most important social work is done hand to hand, the most important because it goes to the bottom and aims to build up that foundation without which the more direct work is useless. The work with the Tens is of this character, an all round education, if rightly understood, so that it can hardly be called simply social.

The question is often asked, how much do the boys and girls see of each other? They meet constantly in the school-room and at meals, walking to and fro from school on rainy days and at debates and meetings where they are allowed to be together, but their only really social meetings are the occasions I have spoken of, that is, they cannot walk, drive or row together. I think that this habit of seeing each other daily in the most practical way, doing the same unromantic thing, has a very good effect on the girls; one rarely sees a girl in the upper classes who has not a frank, simple and unconscious manner with boys; and the effect on the boys too is good, making them more careful of speech and giving them a new idea of woman—an idea which emphasizes her moral and intellectual qualities.

The Indians have a distinct side of the social life to themselves, beside that which they have in common with the colored students. Their amusements are necessarily somewhat different, because of the smaller numbers, which make it possible to meet them in a more home like way, the difference in ability to speak English, etc.—; but checkers, puzzles, tiddlediwinks and other quiet games find devotees among the retiring of both races, and a march is as well liked by the Indian as by the colored students. There is a singing club which meets every Saturday night for the Normal School Indian boys, which being more social in its workings than the many glee-clubs of the colored boys, more properly comes under this head; they also have often debates ending in an amicable march of the aforetime wranglers.

The work of the winter has aimed more at self help than formerly, and at a clearer recognition of the authority of the officers of the School in dealing with these matters as with others. But its possibilities are not yet reached, I believe, and our watchword must still be "Excelsior".

EDITH ARMSTRONG

Report on Graduates and Ex-students.

The usual annual letter was sent by me last fall to somewhat over seven hundred graduates and ex-students—to all, in fact, whose address could be learned. As it was also published in the *Alumni Journal*, it must have reached a larger number. About twenty of my letters were returned "unclaimed"—and there are probably as many more graduates whose whereabouts are not known.

Miss Bellows, in charge of reading matter for graduates, also sent out a letter to all whose address she could get hold of, enquiring about their special needs in her line of work.

Three hundred graduates in all, have been kind enough to reply to these letters of ours—one hundred and fourteen of whom have written to both of us, forty six to me alone, and the remaining one hundred and forty to Miss Bellows alone.

I hoped this year to have had a much larger number of answers than usual, and am somewhat disappointed at the result.

Besides these responses from graduates, we have heard from about forty under graduates, many of whom are teaching, and Miss Bellows has had letters from twenty-five "middlers" now out for their "practice year."

Of those from whom I have heard personally, over one hundred have been teaching, four of the number having been at the same time in charge of one or more churches, one of the four finding farming "a great addition to (his) health."

Certainly he does not come under the head of "a lazy Hamptonian"—a school, two churches and a farm! Fortunately he has a wife, who is a help-meet.

Three other graduates are fitting themselves for the work of the ministry: one at King Hall, Washington, one at Oberlin, Ohio, and one at the Richmond Theol. Sem. The last-named young man writes, "As you know, for the last four or five terms I have been teaching school and preaching. During this time, experience and observation have taught me that there is a great need of good, educated ministry among our people, so I have entered the above-named seminary for the purpose of taking a full course in the ministry, which I hope will fit me to be a greater power and to do a better work among my people."

An early graduate, class of '73, is still engaged, as for some years past, as a Sunday School missionary in Virginia.

He says, "I wish you could see the colored people as they are in some localities, it would make your heart ache. They are naked, ignorant and wicked."

A graduate of '82 is now employed by the School in missionary work.

I have heard from four of the five graduates who have been studying medicine at Shaw University during the past year. A graduate of '79, who worked his way through the Harvard Medical School, tells of success in competitive examination, by which he has secured an appointment as House officer for a term of eighteen months in the Boston City Hospital.

He says, "I think I am the only colored man who has ever received such an appointment"—He rejoices in the "opportunity" thus given to fit himself "for broader and better service," and is justly "proud of it."

Two lawyers, one in South Carolina, the other in Nebraska, have written to me. I quote a few words from the latter:

"My partner is an Indian who went to the Cincinnati Law School. We have tried over fifty cases, and have fifteen cases now pending in the higher courts of the State. I am trying to keep up to what is right, and I have only to think of General Armstrong for an inspiration."

Two of our under-graduates write from Lincoln University, and one of our girl graduates from the new Virginia Seminary in Lynchburg, to which Mr. Frank Trigg has recently been appointed as Principal. It is a school built entirely by the colored people of Virginia.

Among the other occupations followed by those whom I have heard this year, are the following.

Mail agent, 1; trained nurses 2; in domestic service 3, wives, mothers and housekeepers 16, dressmaker 1, Justice of the Peace 1, Pres. of the Public Relief Ass'n, Norfolk, 1, waiter 1, valet 1, Palace car porter 1, soldier 1, janitor 1, farmers 2, besides a number who combine farming and teaching; general labor 1 and, last but not least, one who is "cleaving to the Study of Phrenology"—under difficulties too, as he has "no teacher and but few books on the subject."

A pleasant little picture of home life comes from Tallahassee, Fla. where W. J. Claytor, of the Class of '90, is Superintendent of the Farm at the State School. His wife, a member of the same class, is there with him. "We have just gotten located in our little new home this Fall. It is situated about four squares from the school. We have a nice little pony and cart which we use to go to church and

Sunday School every Sunday. Both of us have a class in Sunday School. We have a cow which affords all the butter and milk we need. Our poultry is getting along nicely. We have been trying to get a great many of the people here to stop using tobacco and snuff."

Our "missionary" to Africa writes, "I cannot do much at teaching school, but I am training the hands to the skilful arts of mechanism and the hearts for Christ."

I am now trying to establish a chapel here to hold service in, and have a Sabbath school to call the idle children of the native tribes and the civilized also. I do not expect a flourishing success, but the seeds of Christ that are sown, will spring up by and by."

The following expression of love for Hampton and its honored leader, voices so well the sentiments of many of my correspondents, that I cannot forbear to quote it.—"I love dear old Hampton, as I can love no other institution; my interest in her cannot wane, my affection for her cannot grow cold; on the contrary, I almost venerate her, and him whose name, to that of Hampton, is so inseparably linked that the mention of the one suggests the other."

Much interest has been expressed in Hampton's "silver wedding", and one graduate of the first class writes, "I can scarcely realize that I have been in the field for twenty five years. I did not know that I was so old."

READING MATTER

In connection with this "Graduates Department", the work of Miss A. L. Bellows is a very important one. It has been faithfully carried on during the term. Besides sending packages of papers, magazines etc., to all whose addresses she could get hold of, she has sent a good many express parcels and boxes to different places, and several graduates have had boxes of books sent them. Magazines have been sent in large numbers. These are a great treat to our lonely country teachers, especially.

Miss Bellows finds that the *Virginia School Journal* is highly prized by all the graduates to whom the School sends it. In some counties in Virginia the Journal is sent to all teachers by the Superintendent of Schools.

Our graduates are, like the rest of us, more inclined to read current literature than ancient newspapers and periodicals, excellent as many of these are. And a little money judiciously expended in a year's subscription to one good educational or religious paper, which should come like a friendly visitor once a week or once a month, would perhaps do more good than our present plan of sending so much that is old. Children's papers are always most acceptable.

Many of our graduates are trying to start reading rooms and libraries in connection with their schools, and would thankfully receive the gift of a book now and then; Miss Bellows would be glad to act as a "medium" between those who would be willing thus to help, and the teachers themselves, by furnishing names and addresses to the former.

The last winter was a most trying one to both graduate teachers and their scholars on account of the unusually severe weather, and never were Christmas boxes with their warm clothing and other treasures more acceptable. Many blessings, undoubtedly, were called down upon the kind friends at "de Norf," who thus remembered and supplied the wants of the poor "chillun".

Twenty-two of Hampton's children, since the last report, have quitted the state of single blessedness and entered that of matrimony. May they all find their joys doubled and their sorrows shared!

Deaths of graduates are as follows;

Martin Woodlin, class of '86, drowned at Ocean City, N. J. July 20th, '92.

Mrs. Geo. E. Rumsey, (Minnie Washington) class of '80. Isaiah D. Williams.

Joseph Selden Davis, class of '78, Dec. 6th, '92. Mr. Davis' death casts a shadow over the coming Alumni Reunion, as in 1890 he was chosen President of the Alumni Association for three years. He was a brilliant and successful young lawyer in the city of Baltimore.

As I have reported only from those whose letters have come to me, this is, of course, but a partial record of work done and good accomplished. There is a small army of graduates in the immediate vicinity of the School, very nearly a hundred in Hampton and thereabouts, I think, whose work is right under the eye of the School, and thus reports itself. That is the reason probably why I do not hear from more of them.

As we judge of goods by samples, so I would present this report as a sample of what Hampton graduates are, as a whole, and I would commend to those who wish to see more of the pattern, the record in "Hampton's Twenty-two Years' Work," recently published.

ABBY E. CLEAVELAND.

Returned Indian Students.

As usual these students are graded according to the records they have made at home, be it excellent, good, fair, poor or bad.

The *Excellent* are either those who have had exceptional advantages and use them faithfully, or who those by great earnestness and pluck have won an equally wide and telling influence for good.

The *Good*, the great majority, are those who are doing their best and exerting a decidedly good influence, even though it may not be very wide. They must marry legally, be honest, industrious and temperate, and live a life which we can point to as an example for others to follow, and improve upon.

The *Fair* are the sick and unfortunate, those who have had few advantages and from whom no better could be expected.

The *Poor* are those who have not done as well as they should; have married after the Indian custom while knowing better, have fallen from weakness rather than from vice, and some who are recovering themselves after more serious falls.

The *Bad* are those who have done wrong while knowing better.

According to this grading the record now stands:

Excellent.....	87	} 301	} 361
Good	159		
Fair.....	55		
Poor.....	46		
Bad.....	14	60	

The average remains about the same as in former years—89 per cent doing as well as their advantages will allow, three fourths doing well—in every respect making good use of their advantages.

These figures, though they change so little from year to year, yet have each year a new meaning. In the old time when the blanket Indian came to us for three years and then returned to put into good practice what little he had learned, by living an upright, industrious Christian life,—in these respects only being much above his heathen friends—we said that he did well. He did do well, and his well-doing has been the foundation of all future success.

Much has been wrought by these pioneer students, and each succeeding year finds more schools, more missions and an advance of civilization that must necessarily raise the standard all round.

Pupils come to us now much more often from schools or houses where they had the advantages of early training. They start higher, they stay in School longer, and on their return it is necessary to judge them by a correspondingly high standard.

The "Excellent" list is therefore increased by the addition of better trained, more influential workers; and the bad list is larger than ever before for the reason that more have failed to come up to the required standard.

I have not this year my usual advantage of a recent visit to these Students—my last western trip being five months in '91,—but through correspondence and visits I think I am safe in giving the employment of these students as follows:

Teachers 11, School employes 17.....	28
Attending other Schools	17
" higher " in the East.....	5
Supporting themselves in the East.....	5
Regular missionaries 5 Catechists 11.....	16
U. S. Soldiers 8, Scouts 2, Postmaster 1, Mail carrier 1.....	12
Agency Employes, viz;	
Physicians 1, interpreters 4, issue-clerks 1, police 5, district farmers 2, in charge of stables 3, herders 2, carpenters 17, wheelwrights 2, blacksmiths 4, harness makers 2, tinsmiths 1, miller 1.....	45
Independent workers, viz;	
Physician 1, engineers 2, surveyors 2, lawyer 1, merchants 3, clerks 5, printers 1, painters 2, freighters 2, loggers 4, laborers 8, house servants 3.	34
Farmers or ranchers.....	81
Girls married and in good homes.....	48

CORA M. FOLSOM

INDIAN GRADUATES AT THE EAST

The five Hampton graduates studying at the North are thus located.

One is taking the classical course at Phillips Academy, Andover where he is supporting himself, largely by assuming the care of one of the dormitories. Very gratifying re-

ports have been received of his progress.

Another has been at the Meriden Academy, N. H. but finding that funds ran low, has bravely set to work, we hear, and become a Yankee school teacher for part of the year.

One of our girls has entered the same Academy, where she seems very happy in her studies. Some of her leisure time she has given to the practice of short-hand, having already become quite proficient in the use of the typewriter.

Another girl is in the State Normal School at Westfield, Mass. She writes:—

"I am enjoying school more than I ever did. Teaching was hard at first, but now I don't mind it as we have it to do every day."

Still another has the position of custodian of the Smith College Studio, Northampton and in this way earned her instruction in drawing for which she has shown a decided taste.

Our printer graduate, for some years in the employ of Houghton, Mifflin & Co. has had trouble with his eyes, but when laid aside from printing has tried to turn his hand to something else.

Our engineer has been hard at work in the Syracuse Car Works, repairing engines, until within a few weeks the firm has removed to Depew. He was one of the very last to leave, lending a hand in the final preparations. He hopes very soon to be employed again.

Our Lincoln farmer, a young man, who though not a graduate has remained in the East, is now working with friends in Springfield at the carpenter's trade.

JOSEPHINE E. RICHARDS.

Report on Library.

There can be but little variety in the reports of the Library work, as it is so much the same from year to year. During the year just closing a liberal use has been made by both students and teachers of the opportunities afforded by the Library. The magazines and daily and weekly papers are constantly and regularly read. The general reading chosen by the students is remarkably good. Fiction continues to be read in much smaller proportion than is customary in most libraries. Short biographies, and the simpler historical and scientific works are the favorite. Poetry is largely read, Longfellow and Whittier being the favorite authors.

The largest use by far of the Library, is in supplementing the class room work. The students are encouraged by the teachers, and in many cases required, to add the results of their research to the class-room and text book information, and day after day the Library is thronged with eager seekers for knowledge. At the close of afternoon school come the busiest hours of the day in the Library. The students come with the greatest variety of requests. One wants to know what smoke is, another wants to read upon the diamond fields of South Africa; some one else asks for the best account of the Hawaiian Revolution, one wants a piece to speak, another has come across an allusion to Pyramus and Thisbe, and wants to find the story about them. Then the members of the debating societies come to look up their arguments; the Mission Sunday-School teachers want helps for their lessons; the students practising teaching want pictures for object lessons. Everything we have, from the Code of Virginia to a treatise on "Quick Cooking" comes into service sooner or later.

Students and teachers are at liberty to draw books from the Library, and between 250 to 300 are out most of the time. Since last April over 600 books have been added to the Library. A great many of these have been magazines bound at the printing-office, and government reports. A very few were purchased, and the rest were gifts to the Library. A most generous gift of 115 volumes from a list furnished by teachers in the different departments and by the Librarian, came from Mr. and Mrs. Isaac H. Cary of Brooklyn, N. Y. and Mrs. Eliza Cary Farnham. A quantity of books, papers, magazines and pictures were sent us by Miss Barnard of Boston. Many other friends have remembered us with books and illustrated papers and magazines.

The reading-room has been greatly improved during the year, by the addition of electric lights, which make it much more cheerful and attractive. The change is appreciated very much by the Seniors who keep their study hour here five evenings a week.

One realizes more and more the importance of acquainting these eager spirits with the great world of books in a wise and careful way. At first they understand so little of it and are so impatient for knowledge. Even when discouraged by their first failure however, they are anxious and ready for another trial, and confident of ultimate success.

L. E. HERRON,
Librarian.

Medical Report.

With the exception of the fall months, the health of the school has been very satisfactory throughout the school year. A long drought during the summer caused a partial failure in the water supply, resulting in considerable sickness in October and November. Serious consequences were in a measure averted by boiling all the water used by the students at the table, but the sickness did not disappear until the winter rains had raised the water in the low wells. Fifty-two cases, presumably due to low water, occurred in October. The country about the school suffered in like manner, and students coming in from their summer work were sick or ailing. Two students, immediately on their return from their summer work, were seized with typhoid fever and were dangerously ill for weeks. No case of typhoid fever has originated at the school.

Two deaths of colored students have occurred, one from heart failure, after a severe attack of dysentery—the other from cerebral hemorrhage.

Thirteen colored students have been sent home on account of ill health. Only two of this number were sound on arrival. Among the large number of students who enter the school, there are always some, who, notwithstanding their having declared themselves "able-bodied," in answer to the health requisition in the application papers sent out by the school, are physically quite unfit for school work or study. Colored students, in their anxiety for education, and perhaps, also from ignorance of their real condition, often attempt to enter school with serious ailments which would effectually prevent any white boy or girl from leaving home. In hopeful cases, these are put under treatment and kept, but, as all students must do regular work, in order to pay their way, the probationary period is short, and weak members are weeded out. Out of the six hundred and ninety-three students who have been in school during the year, only four have suffered from any active form of scrofula. Two of these were Indian, two colored. In every respect the health of the colored school has been excellent.

There have been no deaths among the Indian pupils. Three boys have been sent home for ill health; two of them to be restored to health by the dry air of their native climate, the third an incurable epileptic. Indians under treatment for phthisis have done fairly well. The health rate of the Indian School has risen in proportion with the number of students brought from advanced schools, and from Indian agencies where there has been, for at least the life time of our pupils, a mode of living approaching that of civilization. A regular civilized life gives a degree of life force, of which the Indian of the West has been to a great extent robbed by reservation conditions and restrictions. The health of the Oneidas, as contrasted with that of the Sioux who are just entering the transition period which the Oneidas have passed, illustrates this fact.

Out of sixty-three Oneida students not one has died at the school. In several cases, these students have been consumptive, but have responded well to treatment and have improved in health while in school.

The nervous sensibility of all Indians is great, and leads them to unnatural excitement and corresponding depression. The inevitable inheritance of generations born in tumult, war, fear and uncertainty must be irritable nerve centers and moral and intellectual faculties subordinated to the physical. Nature demands a heavy penalty for violated laws. The Indian has ignorantly broken all laws, and is paying a terrible penalty. This does not, however, mean extermination of the race, a portion of which has shown itself capable of adaptation to change of environment and new conditions of social life. There will be a survival of the fittest.

The sanitary condition of the place, during the year, has been as good as constant care could make it, with insufficient and imperfect drainage, which, owing to want of funds, could not at once be changed. The new drainage system when completed, will place all the sanitary work of the school upon an excellent basis. A new breakwater is also greatly needed to protect our shore from the deposit of sewage. The rapidly growing town of Hampton, the sewage from which is sent along our shores with every out-going tide makes the need of this improvement more urgent with each year. Next to the improved drainage system nothing is more vital to the health of the school than a clean water front. The improvement in drainage could not have been deferred for another season without very great danger. It was first in order, by nature of the work, and was the more crying necessity. The improvement in the breakwater is needed to supplement this work, and place the school in the best possible sanitary condition.

M. M. WALDRON, M. D.,
Resident Physician.

The "Abbey May Home" for Girls.

DEPARTMENT OF DOMESTIC SCIENCE AND HOME LIFE.

The Abbey May Home was opened October 15th, with a Matron, Cooking teacher and two girls as inmates. We have had fourteen girls, who have been here on an average of three months each, boarding in the Home and working all day while attending the Night School. Four girls are with us still; one has gone into service with a family at the North, being unable to keep up with her classes, three are working with families on the place and still attending Night School; one has gone into the Sewing Department; two have been sent home, and the rest are working in the Laundry. A sewing class of Normal School girls meets in our sitting room four nights in the week under the charge of a competent teacher. There are three cooking classes of Indians and four of colored girls taught in a kitchen, besides a class every morning composed of the girls, living in the house, who do all their own cooking. A class of Swedish Gynastics is taught three times a week. There have been ten evening entertainments, of from thirty to forty students under the care of different teachers.

The Home is now thoroughly furnished for work; all the yearly expenses have been met and \$250 paid on the debt of \$1,000 which I owe to the Huntington Industrial Works on the building. The supplies for the girls' table are furnished from the boarding department of the Normal School, but I shall need six hundred dollars for salaries of matron and cooking teacher and for some expenses connected with the work in the Home for another year. I must still depend on friends of this enterprise for money to pay the debt and also for the small sum needed to carry on the work.

EMILY L. AUSTIN.

Department of Discipline and Military Instruction.

This department has had to do with the management and discipline of four hundred and twenty-nine boys, three hundred and thirty-nine Negro and ninety Indian, the total yearly enrollment. The most natural things to expect of boys coming from conditions and surroundings such as those out of which most of our students come, are irregularity and unpunctuality. There must be more or less friction between students where so many come in constant contact. It should be said, however that notwithstanding the increase in the number of students, every year sees fewer breaches of order and a general improvement in punctuality and promptness. This is mainly due to the steady improvement in the material which each year's accession affords. There never was more care exercised in the selection of student material than now.

The routine work of the department is about the same as last year's, except a few minor changes that necessarily come and the general trend towards improvement in methods.

The fourteen student officers who compose the "Officers' Court" were appointed immediately after the organization of the Battalion. They have tried more cases this year than last and the cases have been of a somewhat different nature. Questions of disobedience to battalion officers and disputes between students are usually referred to the Court for investigation and decision. The Officers' Court represents the six companies of the battalion, thus making it a very general organization.

Early in the term, the five members of the Indian Council were elected by the Indian boys from their own number. The Council has been exceptionally busy since its organization, with minor cases, such as using tobacco, talking Indian and playing cards, the last being a very serious offence. This organization does not wait for cases to be submitted to it, but any boy may be reported by his fellow to the Council and the case will be investigated, and if the case warrants, the boy will be sentenced for discipline. The janitors of the Wigwam being members of the Council, assume the general responsibility of the Wigwam.

These two organizations are not only helpful in the simplification of the school discipline, but are helpful, in the way of self-government, to the students themselves. All of their decisions and findings are referred to the office for approval. So far every one of the decisions has been approved and the sentences have been duly executed.

The dormitories are under the care of ten janitors, from the students, who are responsible for the care of their respective buildings and the immediate surroundings. They are also expected to maintain good order among the occupants and to report every case of misconduct or disorder in their written report, which is submitted every morning.

They make a daily inspection of the buildings and the rooms. Semi-weekly inspections have been made by the

School officers and occasionally the lady principal has visited the rooms during the week. The usual Sunday morning military inspection has been made, generally by some member of the Faculty.

While the military department is not in the strictest sense military, yet military drill forms a very important part in the daily routine, and military discipline is enforced to as great an extent as the welfare of the student and the interests of the Institution may require.

The physical training which military drill makes imperative and especially the seventeen "Setting up Exercises" taken up this year from the latest edition of *Regular Army Tactics*, is of great value, securing the best physical culture, a firm and elastic step, erect form, graceful carriage and vigorous bodily powers.

The habit of attention and mental concentration, which the Negro and Indian sadly lack, is developed in a large measure; the habits of neatness, good order and promptness form a part of his daily routine, while the constant necessity for quick, responsive and decided physical and mental action results in habitual decision of manner, movement and speech. Further than this he receives training in self-government, self-restraint, in prompt obedience, in submission to law and authority and in the exercise of authority under a consciousness of personal interest and responsibility.

The satisfactory appearance which the battalion has presented during the term, is due to the fact that all cadet students of the Normal and Indian Schools have been obliged to wear the School uniform; and to the most thorough instruction from 1st Lieut. Chas. T. Moncher of the Artillery School at Fortress Monroe, whose service we have been fortunate in securing for an hour each week. We have been pleased by the interest and the spirit with which the young men have entered into the drill and especially the sitting up exercises. The coldest day, if dry, has not prevented our going through these exercises.

The Assistant Disciplinarian, Cadet Capt. Allen Washington, besides very faithful work in the department generally, has had special oversight of the grounds and buildings. He has made a daily inspection of grounds, looking after their general tidiness. This accounts in a large measure for the good appearance which the grounds have had during the year. Frequent rounds have been made at nights (after Taps) through its buildings to see if there was any unnecessary waste of water, steam or gas.

The cadet officers, and indeed the students generally, have heartily co-operated with the School officers in the maintenance of the School discipline during the year.

ROBERT R. MOTEN,
Disciplinarian.

Religious and Missionary Work.

There has been throughout the year an earnest, thoughtful attention on the part of the students to the religious life of the School. From the very first of the School year, when the subject of our meeting was, "Begin right," there has been manifested a desire and determination to take advantage of religious opportunities and to make the Christian life a practical thing—to take it into the classroom and shop. This has resulted in making religion a power in real life and less a mere feeling.

The students have supported well the religious meetings of the week which have been largely attended and thoughtfully conducted. A Young People's Society of Christian Endeavor was organized last summer among the colored students which has now grown to a membership of 150 active members. Its influence has been most helpful in developing Christian character and in making it useful to others. It has trained young men and women to pray and speak thoughtfully and strengthened them in the habit of daily prayer and Bible reading. The same can be said of the Indian Endeavor Society, which has about 50 active members. These societies hold their meetings Sunday mornings.

Many manifested a deep interest during the Week of Prayer. Between fifty and sixty I have seen and personally talked with. Most of them have determined to lead a Christian life. Fourteen have united with our School church on confession of faith. Some have preferred to wait and join their home church, while others desired to unite themselves with some particular denomination. The church here is undenominational.

It is pleasant to report a large and interesting work by our Young Men's Christian Association which is wisely directed by some of our resident graduates. Its influence is widely felt in all the religious life of the school. It has been through its Missionary Committee that a larger part of Sunday School and Cottage work in the neighborhood has been done.

It has recently undertaken a new work—which they call their "Juvenile Work." They are making the effort to reach the small boys of Chesapeake City. A room has been secured in the town, and furnished with papers and magazines and good literature and other attractions are offered to bring the boys under good influences. Besides this Young Men's Association there is a Society of King's Daughters who assemble each week for prayer and Christian work. The activity of so many of the students in practical Christian work has resulted in strengthening the religious life of the School. In looking over the year I am more than ever impressed with the importance of individual work. It is not through the sermon or the prayer meeting that we can give the best help, or secure the most thoughtful interest of the boy or girl. It must be personal work; a talk with each one alone. I hope that I can give more time to this the coming year.

MISSIONARY DEPARTMENT.

NEIGHBORHOOD WORK.

The work of this Department is divided into what may be termed the near and the far—that which has been carried on by our students in the neighborhood of the Institution in Sunday school and cottage work, and that which has been done to keep in touch with our graduates and stimulate them to the best and largest work in and for their communities.

It is gratifying to be able to report the hearty interest and co-operation of the students and especially of the Young Men's Christian Association in this near work. A large band of volunteers responded gladly to the call for workers, whose influence and efforts have been widely felt and truly appreciated.

They have visited the poor and the sick, supplying their needs as far as the funds collected for this purpose would allow. They have gathered the children into Sunday schools, filling the places of superintendent and teacher.

Between forty and fifty go into this Sunday-School work. Two schools are entirely officered and taught by the students, while six others draw many of their teachers from our number. The jail and poor-house are visited every Sabbath and a service held with the inmates. The woodpiles of the aged and infirm are sawed and split, and their leaky cabins are patched up for the winter. We have a missionary horse and wagon, a missionary saw, axe and hammer, all of which are devoted to this work of helping.

Such practical Christian neighborhood work affords valuable training for the students in preparing them to be helpful teachers and successful leaders among their people. It teaches them their duty to their neighbor and how they can best help him; it enlarges their view of the work to which they are especially called; it presents a many-sided ministry, whose activity is not confined to the school house but reaches out to every part of the community where there is need, and an opportunity to lift up to right and intelligent living.

Miss Freeman, who has so successfully directed this neighborhood work, reports that during the past winter there has been more need of missionary work in our vicinity than ever before. The weather has been unusually severe, causing much suffering, for the little cabins in which so many of the people about us live are poor protection even in mild weather. Meetings of volunteers have been called once in two months. The work for the coming weeks has been laid out, and different young men have offered to take certain duties. The students respond heartily to these calls for practical work.

One of the Indian boys said, as he came with two friends to volunteer in the missionary service, "We can't do any preaching, but we can saw wood and take food to the sick."

The boys who go out become very much interested in the old people. After they have seen their needs they come back with urgent requests that the help needed may be given. Sometimes they give articles of clothing from their own scanty stock. One of the boys while engaged in this neighborhood work found an old man in his cheerless cabin suffering from the intense cold and barefooted. He was so touched by this case of need and distress that he pulled off his own socks and gave them to the old man, and hastened home to report the case to the Supply Committee. Such work as this means not only relief for the poor, but also an invaluable experience for the boys. It teaches them lessons they could not learn in any other way.

On Sunday several old people are visited regularly and baskets of food are taken to those who are dependent on the School for aid. In every home visited the students hold a short service. It is interesting to go to these poor cabins and to see the preparations that are made for the Sunday visit of the "missionaries." The floor is swept, the fire blazes brightly in the old fire-place, and chairs or stools are set before it.

Supplement to the SOUTHERN WORKMAN.

REPORT OF MEDICAL WORK OF DIXIE HOSPITAL.

Since May 1st, 1892, the whole number of patients admitted for treatment is 71. Male 39. Female 32. Medical cases 40. Surgical cases 25. Maternity 6. Black 47. White 23.

The following tables show classification of the medical, surgical and maternity cases with results.

MEDICAL CASES.	Total.	Well.	Improved.	Unimproved.	Dead.	Not Treated.	Remaining.
DISEASE.							
*Alcoholism and Chronic Diarrhea....	1				1		
Anaemia.....	1	1					
Asthma.....	2		2				
Diarrhea.....	3	3					
Dysentery.....	4	2			1	1	
Ectropion.....	1						1
Granular Lids.....	1	1					
Heart Disease and Dropsy.....	1				1		
§Intestinal Hemorrhage.....	1				1		
Mania.....	1		1				
Menorrhagia.....	2	2					
Mumps.....	1	1					
Ophthalmia.....	1	1					
Pericarditis.....	1	1					
Phthisis.....	3			1	2		
†Pneumonia.....	1				1		
Pleurisy.....	1				1		
Pelvic Cellulitis.....	1	1					
Retroversion of Uterus.....	1	1					
Rheumatism.....	6	3	2			1	
Typhoid Fever.....	3	2			1		
Typho-Malarial Fever.....	2	2					
Vaginitis.....	1	1					
	40	22	5	1	9	2	1

* In hospital 5 days.

§ In hospital 2 days.

† Moribund on admission; lived about 6 hours.

SURGICAL CASES.	Total.	Well.	Improved.	Unimproved.	Dead.	Remaining.
Anchylosis of Knee.....	1		1			
Burns of Face.....	1	1				
Burns of Shoulders.....	1	1				
*Burns of Legs. Insanity.....	1			1		
†Cancer of Uterus and Ovaries.....	1			1		
Cuts of Feet.....	2	2				
Epilepsy (Traumatic).....	2	2				
Felon.....	1	1				
Fistula Ani.....	2	1			1	
Fracture of Humerus.....	1	1				
Frost-bite of Feet. Gangrene.....	1	1				
Gun Shot Wound of Leg.....	1	1				
Gun Shot Wound of Head.....	1	1				
Gun Shot Wound of Leg with compound comminuted fracture of Tibia.....	1	1				
†Gun Shot Wound of Side.....	1				1	
Gun Shot Wound of Neck.....	1	1				
Injury of Shoulder.....	1		1			
Necrosis of Sternum.....	1	1				
Tumor of Eyeball.....	1	1				
Ulcer of Leg.....	1					1
Chronic Mastitis.....	1	1				
Perinephritic Abscess.....	1				1	
	25	17	2	2	3	1

* Sent to Asylum.

† Discharged as incurable.

‡ Moribund on admission; lived 1 hour.

|| Phthisis.

SURGICAL OPERATIONS.	OPERATOR.	RESULT.
Enucleation of Eyeball...	Dr. Boutelle.	Well.
Amputation of Leg.. ...	Dr. Peek.	Patient in hospital doing well.
Fistula Ani 2 cases.. ...	Dr. Boutelle.	1 well. 1 died of rapid Phthisis.
Necrosis of Sternum....	" "	Well.
Plastic—Restoration of Nose	" "	Well.
Trephining for Epilepsy 2 cases.....	" "	Well.
Perinephritic Abscess. .	" "	
Incisions and Drainage...	" "	Died.

There has been admitted 6 maternity cases. One case was taken in two days after confinement and discharged well. One was delivered of a still born child—mother recovered. One was taken in two or three days after a premature confinement, and was discharged well. One case left without treatment. Two cases now are in hospital awaiting confinement.

The surgical operations have been done under as thorough an aseptic method as we could carry out, and have done remarkably well. There have been two deaths following operations, one a case of very bad fistula ani with extensive ulceration in a phthisical patient and the operation was done to give relief to pain chiefly. The patient died of phthisis in about two months. The other case was one of large perinephritic abscess which had burst into pelvis and abdomen. The operation was done as a last resort, and a very extensive gangrenous condition was found, involving intestines, peritoneum, muscles and fascia. The patient was in a weak condition and only lived a few hours.

The other death among the surgical cases, was a case of gun shot wound of left side close to the heart and the patient was moribund on admission.

Although the mortality list of medical cases appears large, it must be remembered that our work is largely missionary and nearly all cases are admitted without regard to the question of incurability—One case of chronic diarrhea and alcoholism was "in extremis" when admitted and only lived a few days. One case of pneumonia was moribund on reaching the hospital. A case of intestinal hemorrhage was taken in although evidently hopeless and lived two days. Two cases of advanced phthisis were admitted with a view of making their last days more comfortable and not with any hope of cure.

Respectfully submitted,

J. T. BOUTELLE, M. D.

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The old people join in the singing with quavering voices and listen with reverent attention to the reading of the Bible, which some of them never hear except from our students. Their gratitude for these visits is very touching. Six young men go every Sabbath to the jail and hold a service of song, prayer and scripture reading, with brief remarks by one of their number. These meetings are always treated with respect by the inmates, three of whom have expressed the determination to follow Christ. A similar service is held at the poorhouse, where four of our young men carry the message of the Gospel to the poor and infirm who are eager and glad to hear the Word that brings them their only joy and hope. Among their number was one old man so deformed and infirm that your first look was one of pity, but when you saw his cheery, happy smile your look changed to one of real gladness. One forgot the rude setting when he saw the light of the jewel which it bore. You felt you had come into the presence of one whose constant companion was God and whose bright smile came from within, not from his outward circumstances. It was a privilege to hear him pray. One of his petitions was, "Didn't you promise that you'd hold us in de bend of your arm an' de hollow of your hand." Another was, "'member de poor beggar an' de Great King on de th'one, an' while you's 'memberin,' 'member dese my bretherings an' sisters who bow in prayer." God called him home a few weeks ago. He is greatly missed not only by the inmates to whom he was a helpful spirit, but by the little band of student workers, who looked forward to his glad welcome and felt the influence of his great faith.

The reports from the Sunday school work at Buckroe, Little England, and Slabtown are encouraging. At Little England an addition has been made to the building, the cost of which (\$102) has been provided for through the efforts of its own teachers and scholars. Our funds for this neighborhood work have been unequal to its demands the past year. We find ourselves in debt. There have been many more calls for coal and wood because of the severity of the winter. These demands have been supplied, though the treasury was empty, as it was better to incur a debt than to let the poor suffer from the cold. The money for this near-at hand work comes in small donations from outside friends and from the students and teachers of the Institute. We shall need \$500, for this branch of the work the coming year.

WORK AMONG THE GRADUATES.

This part of the Missionary Department's work has for its object the reaching of the graduates with wise and helpful influences; keeping in personal touch with them by visiting their homes and schools, stimulating them, if teachers, to the best work in the school room and to the use of the best methods of teaching, and encouraging and helping all Hampton's sons and daughters, as far as they can be reached, to give themselves earnestly to the elevating of their communities by practical teaching of how to live and how to work. The name, Missionary Department, might imply a purely religious work; but while it does not forget the Sunday School and Church, its object is also improvement along educational and industrial lines, the promotion of whatever will mean better schools and better teachings, more skillful and intelligent labor on the farm and in the shop, and the uplifting and purifying of the home-life. It is to this broad work of helping to better things that the Missionary Department would arouse and urge the graduates. To accomplish this it is first necessary to reach the graduate. Hence the need of a few carefully selected men, Hampton's sons, who shall travel through the South, visiting and talking with the graduates in their homes and schools, acquainting themselves with their work and the needs of the communities in which they live, and who shall be able not only to suggest improvements and to interest the graduate to be more widely useful in building up the neighborhood in thrift and intelligence, but able also to address gatherings of the colored people and to show them why many fail and how they may succeed. The Missionary Department can use three or four such workers. It is hoped that Gen. Armstrong's appeal for \$100,000, to endow this Department will receive a generous response so that the plans formed for this work may be carried out and picked men secured who shall direct in the field.

The gift of \$800 from a benevolent lady in Boston has enabled us to put into the field George W. Bandom of the class of 1882, who, since the first of February, has been traveling through the southern counties of Virginia, reaching the graduates in that part of the State, assuring them of Hampton's interest, not only in what they are doing for themselves, but also in what they are doing for others. He makes weekly reports to the Associate Chaplain, giving full account of all his visits, which not only furnishes us with valuable information about our students but suggests how we may help them to be efficient workmen in elevating their people to intelligent and Christian living.

In going from school to school he has been able to select good material for our class rooms and workshops. This is an important part of his duty. Desirable applicants are always in demand. Some of our graduates are discouraged because of the short school terms. They say it is very difficult to accomplish much in four or five months. They can be helped by the introduction of the best methods of teaching, by putting into their hands an outline course of study adapted to the country district schools, showing the teacher what he can do in a certain time and how he can do it. This outline for the teachers' use in the simple English branches is the result of practical work in the school room, and shows what has been done in the short terms and what can be done. We desire to put such literature and all helps to better teaching into the hands of our graduates who need it. Much can be accomplished in this way to improve the work done in the country district schools. In stimulating the graduate to do better work in the schoolhouse, Hampton hopes to secure better material.

Many of the country school houses are unfit for school purposes, being in many cases old deserted one-room cabins, and, of course, without the necessary appliances for the teachers' work. In many places the people are too poor to build a better house, but there are communities where, if they are aroused to the importance of a new building, they will do much towards securing it. Often it is the teacher who needs to move first. A visit from Hampton's representative, gives a little encouragement, fresh interest, new courage and more confidence to the graduate to undertake this and other work of improvement. Better buildings mean better schools, better order and better teaching.

The farmers need help. Many of them toil all the year to find as the result of their labor a debt. This means a heavier mortgage or the giving up of cattle and farming implements, which is not an encouraging outlook for the next year. The failure to succeed on the farm is largely due to ignorance. They know very little of the best methods of farming, and how to work their land to the best advantage. Here is a work of helping to better things which our graduates can do in their neighborhoods, through the Missionary Department, by distributing among the farmers such literature as will teach them the best methods and their advantages and give them intelligent ideas of work. When they cannot read, the graduate can give them the information and show them how to put it into operation.

The Missionary Department hopes to hold Conferences next year through the South for the colored people, if there are sufficient funds to provide for the expense, where they can discuss the matter of their welfare and advancement. It is thought that such gatherings of the common people will awaken a genuine interest in the improvement of the home, will help them realize the importance of the school, will show them many of their mistakes and the obstacles they are putting in the way of their own advancement and will also show how to make more out of their farms. Wherever this idea of holding Conferences has been mentioned by Mr. Bandom in his travel through southern Virginia, it has met with very hearty response from the people. At these gatherings there could be an opportunity for the teachers to talk over their work, and be addressed by some one who could offer valuable suggestions and instruct them how to do their work better. Another important part of our plan is to provide good reading matter for these communities. This is one of the most wholesome influences for the home. And yet Mr. Bandom reports that he has not yet found a single library where the colored people can draw books. Christian literature, the reading of good books and papers, is a great lever to lift up the home life and purify it. Too much importance cannot be attached to this matter. We need good books, illustrated magazines. Who will help to provide this material?

It is a large and wide work that opens up for the Missionary Department to undertake and accomplish through its graduates. Our Institution, our graduates and the communities of the South may be strengthened by it.

Whether this important work shall be taken up and pursued depends upon the friends of Hampton. Who will respond to the urgent appeal of Gen. Armstrong.

H. B. TURNER, *Associate Chaplain*

Report on the Dixie Hospital and

"Hampton Training School for Nurses."

The close of the second year of the work of the Dixie Hospital and Hampton Training School for nurses confirms the belief of its founders that there is in this region a good opportunity for just such labor as the institution is fitted to perform. During the past year our work has been carried on with much ampler facilities and accommodations, and has

been less hampered in every way. Of the class of seven junior nurses who entered in September, five now remain, two having found the work of the hospital too laborious for comfort. Of our last year's class four are senior nurses. One of the five who entered took only the shorter course between her Middle and Senior years in the Normal School, and has been taking the Senior year in the Normal instead of at the Dixie. We have thus eleven nurses now in training and the demand for nursing service has so rapidly outrun the supply that it is impossible for us to answer all the calls that come to us. At the Hygeia and other hotels and boarding houses at the Point, the nurses have made themselves especially useful, as when guests at these hotels are visited by illness the Dixie nurse close at hand and ready to come at moment's notice is a more convenient expedient than the nurse from Washington or Baltimore who must be waited for, often at the expense of much discomfort on the part of the patient. The Hampton people too, are coming to depend upon the Dixie for help in time of sickness, and the old theory that a hired nurse is a nuisance only to be endured in cases of extreme necessity is giving place to the belief that even in light illness the skillful aid of the trained assistant saves much both to the patient and to the other members of the household. On all sides we find the Training School growing in popular favor and we feel assured that our calls upon the northern public for aid in its behalf will be less frequent and insistant as the years go by.

The work of the Hospital will be more fully reported in detail by Dr. J. T. Boutelle, of Hampton, one of the physicians who have been in constant attendance there throughout the winter. One year's experience has shown that in a hospital where no color line is drawn by the management, patients of all races are only too thankful for the impartial care that they receive, and white and black occupy beds side by side in the common ward without a murmur of dissatisfaction. Our experience has shown too that a comfortable cottage, divided into cheerful, home-like private rooms, with convalescent parlor and dining room and its own kitchen and housekeeping department would meet a real need in this community. Again and again the office rooms of the Nurses' Home, as yet unfurnished, have been called into requisition to receive private patients, willing to pay handsomely for special accommodation, and from a cottage specially fitted up to meet the needs of this class we should obtain a steady cash income that would probably cover its expenses from the first and might in time prove a source of revenue to the hospital. To such a house of rest would come homeless young men from Hampton or Newport News, temporarily disabled from their work, teachers and officers from the Normal School in need of rest, change or special comforts needed, and in course of time perhaps, convalescents from the North who, as yet unable to dispense with the watchful care of the trained nurse, hope by change to a milder climate to complete a cure well begun at home.

Through the gifts of two friends especially for those purposes, the treasury of the Dixie is now in possession of \$1,000.00 of which \$500. is to be used for a laundry and the remaining \$500. for a three-roomed cottage for obstetric cases. Plans for these two buildings have been drawn and are now under consideration, and it is hoped that the work on these additions will be completed by mid-summer. It seems best in consideration of the shortness of the lease on which the land is held, that all buildings be of a temporary character removable or destructible with the least possible loss at the end of fifteen years. With this object in view the buildings already on the ground have been made convenient, well ventilated, bright and neat, but with no extra expense for permanence or ornament. The laundry and maternity ward will follow the same plan and it is believed that the former will add greatly to the convenience and to the sanitary advantages of the work, while the latter will enable our nurses to gain constant and thorough practice in one of the most important branches of their profession. With these additional facilities our equipment for good work will be much more complete.

A statement of our financial condition makes showing as follows:

Cash on hand May 1st 1892	265421
Received since May 1st, 1892,	
From Nurse Hire.....	\$979.20
From Patients.....	234.86
From Donations.....	2,971.43
	<hr/> 4,185.49
Cash available between May 1st, 1892	
and May 1st, 1893.....	6,839.70

Our expenditures during the year have been

For Building.....	\$1,770.81
Furnishing.....	455 98
Horse, wagon and harness.....	194 25
Total for permanent improvements	<hr/> \$2,421.04
For Household expenses	1,506.87
Wages and Salaries.....	1,121.44
Uniforms, Text-books, etc.....	153.98
Drugs	171.69
Total for running expenses	<hr/> \$2,953 98
Total expenditures from May 1st,	
1892, to May 1st, 1893.....	5,375.02
Cash on hand May 1st, 1893..	1,464.68
	<hr/> \$6,839.70

An appeal for help published in the *Southern Workman* of February was promptly responded to by generous friends, and beside the sum of \$1,000, for the special purposes already mentioned, \$984.00 have come in for running expenses, leaving us with a most hopeful outlook for the future. Our cash on hand available for expenses other than building amounts to but \$164.68; but, with steady employment for our nurses, and friends who respond so promptly to appeals in time of special need, we feel that the work will not be stopped or seriously hindered for lack of funds.

For the successful completion of the year's work, our thanks are due not only to the friends who have given us pecuniary aid but to all from whom we have received words of advice and encouragement. A visit from Dr. Alfred Worcester of Waltham, Mass., was of much assistance to us in regard to numerous details wherein his large experience in exactly the same kind of work as ours has given to him a knowledge that we as yet have not attained. His real enthusiasm over the results achieved during the short life of the training-school and his lively faith in its mission have been to all concerned in it an incentive to do more and better work in the future. To the physicians of Hampton and the Soldiers' Home, through whose care of our patients and lectures to our nurses the school and hospital have been rendered possible, our grateful acknowledgments are here made, and to the people of Hampton and vicinity who have called our nurses into their homes and sent them back to us again with words of warmest appreciation of their services. To the merchants of Hampton our thanks are also offered for their uniform courtesy and liberal discounts in all business in which the hospital has been concerned. Without the aid and favor of all these our task would have been much more difficult and expensive, if not impossible.

ALICE M. BACON, Sec'y and Treas.

NOW READY.

For "Instantaneous Views" of the Hampton Graduates, as well as of each of the 432 Indians who have since 1870 been sent to the West, see, "Twenty-two Years' Work of Hampton Institute" a book of over 500 pages, printed by STUDENTS. Sold at the School, or sent Post paid for \$1.50.

These nearly one thousand brief biographies answer, in detail, the question "What becomes of those whom you educate and send to the South and West?"

SOUTHERN WORKMAN

AND HAMPTON SCHOOL RECORD,

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THE SOUTHERN WORKMAN, AND HAMPTON SCHOOL RECORD, reports work for the progress of the Black and Red races of our country. Each number contains letters from some of this school's 797 graduates who have, since 1868 taught 129,475 children in over twelve states in the South and West.

Subscriptions are asked for from the friends of the races for which the school is at work.

They may be sent to H. B. Frissell, Principal.